

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

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**SPECIFIC LUDIC LEARNING TASKS IN EFL ORAL EXPRESSION
DEVELOPMENT: A DIALOGICAL APPROACH**

**PRODUCTO INTEGRADOR DE APRENDIZAJE QUE
PARA OPTAR POR EL GRADO DE
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE LENGUAS
EXTRANJERAS**

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Great works are performed not by strength but by perseverance.

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ABSTRACT

Current language learners are in search of a different approach in which their twenty-first-century skills are developed properly to not only understand their language learning process, but complement, internalize, and blend it with personal thoughts on the way to express a meaning related to them. The purpose of this investigation is to consider the influence of ludic learning tasks presented in EFL third-graders when learning a foreign language through a dialogical teaching approach. This investigation is framed into the action research paradigm to reflect and solve the low language understanding presented in the population that participated in it. This research is based on the principal authors of ludic task concept as an interactive activity (Arias & Castiblanco, 2015; Castañeda, 2010; Molina, 2015; and Ortega, 2012) and dialogical approach applied in the classroom (Callander, 2013; Fernández, 2014; and Wells, 1999), among others. The analysis of this investigation required of an elementary English as a Foreign Language group consisted of 35 students in which a written language evaluation, a survey based on ludic learning tasks, and an oral language rubric were as data gathering instruments. All this is to observe actual language knowledge in students in order to present a didactic sequence planning to improve learning and oral communicative expression in EFL third-grade learners.

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CHAPTER 1. INTRODUCTION

At present, language students are not only required to learn how to solve educational problems but to think critically analyzing information in a pleasant environment in the classroom to accomplish the learning goals (Ballestín, 2014). This investigation is focused on increasing English oral communicative expression of ideas in young language students considering the combination in practice of the ludic concept and dialogical perspective in classes. The dialogical perspective is perceived as the setting where people learn to act individually by interacting and appropriating what is mutually produced in the target language with the help of others. On the other hand, the application of the ludic concept concerns the creation of a motivational learning setting for students to feel comfortable enough to practice and learn the language in a meaningful way.

As a distinct teaching-learning manner for students to practice and accomplish understanding in the foreign language, the Communicative Language Teaching (CLT) of Richards (2006) stimulates the learner's competence to communicate in the target language through its principles. This approach is united by common assumptions that include a view of language principally serving as a way of language teaching and expression of meaning through discourse. Additionally, it is a view of language learning by involving learners actively in

communication related to real-life contexts and contemplates the teacher as a facilitator and motivator source of knowledge.

Apart from this, Mexican elementary language education is an aspect this research encloses. Regarding international education standards, Mexican education level has been placed in one of the lowest ranks in Latin America based on the World Economic Forum results (Cann, 2015). Taking this into account, the integration of ludic learning tasks and the notions of the Dialogical Approach (DA) in elementary language planning could give the opportunity to not only elevate the understanding of the English language in students but also increase their application in a communicative form.

It is noteworthy to mention what Ballestín (2014) declares in his equal research of integrating the ludic aspect in the foreign language classroom. The author gives importance to the combination of different learning approaches to fulfill the gaps certain methodologies and investigations might have (Ballestín, 2014). Considering the student as the person with whom the language educator works to promote understanding, the language educator needs to have sufficient knowledge to guide him/her in the learning process.

The vision of ludic learning activity complemented to the dialogue teaching in the English as a Foreign Language (EFL) classroom, as the possibility for a meaningful language learning process in students, generates the foundation for present investigation. The study searches to integrate ludic learning activities and active dialogue participation in an elementary foreign language classroom to explore and suggest a didactic proposal by reexamining these dynamic actions in language planning. With this in mind, the investigation reflects on integrating the ludic learning activity based on a dialogical teaching approach in an EFL third-

grade group at a private educational institution to establish a possible relationship of English language understanding in students and their oral communicative expression.

1.1 Problem Statement

Creswell (2014) defines the problem statement as, “the issue that exists in literature, theory, or practice that leads to the need for the study” (p. 50). At this moment, working with three different but same grade EFL third-grade groups of private schooling, the researcher perceives in the language course general low English language grades in students. It is highly probable that these course grades are a consequence of the manner of developing the course by the language professor.

In this direction, Bar (1999) declares that the attractiveness of a class it is not just an optional method of instruction, it is, on the contrary, one of the primary tasks of teaching. For this, it is relevant for every educator to know in depth his objectives and actual role as instructor. Besides, it is believed that the proper way of learning of students lies in the teacher and his teaching method rather than multiple internal and external factors that may arise in the classroom, institutions or individuals (Bar, 1999). It is often said that present-day students require learning not only how to solve problems but to think in a critical way to develop a well understanding, all these in a favorable atmosphere for them in the classroom.

Mentioned this, this research intends to analyze the impact that might be in students educated through a self-motivated planning which combines the ludic concept and students’ dialogue participation in class to improve language learners’ learning and oral communicative expression for the EFL course.

1.2 Literature Review

It is described as a section that accomplishes several purposes since it “helps to determine whether the topic is worth studying, and it provides insight into ways in which the researcher can limit the scope to a needed area of inquiry” (Creswell, 2014, p. 57).

There is a great number of investigations which consider the involvement of ludic activity in planning as an educational strategy in which learning and acquisition aspects of the target language are pursued. This investigation is based on research publications and educational studies in which the ludic, as an educational activity, is included in language classes to promote students' English language vocabulary understanding and oral production. In addition, the research analyzed distinct study works that detail the notions and principles of dialogical teaching method in education.

To begin with, there is a qualitative investigation proposed in 2010 by Castañeda in Florencia, Colombia. This pedagogical implementation aimed to identify the attitudes of 36 students, boys and girls, in elementary first-graders toward the integration of the ludic concept in classes as a way to interact and increment their English oral expression. The investigation considered a Communicative methodology and it applied, as measure techniques, interviews to teachers and parents of the language learners. With the integration of this ludic concept in the language classroom, the author found that the language educator can generate in the young student distinct aspects such as socialization, learning, and maturity. Besides, the attractiveness young students perceived through ludic activities in classes allowed them to improve their language learning vocabulary and communication of ideas.

In accordance with, there is a didactic proposal done by Molina (2015) in Spain. The purpose of this qualitative investigation was to develop eight specific language classes for teaching English as a foreign language to a Primary group consisted of 24 elementary students. This investigation emphasized the analysis of oral expression and comprehension of the English language in second-graders. The techniques applied in the investigation were daily work of students, field notes, and direct observation in the classroom. With the application and analysis of the qualitative techniques, the author found increment of language learning in the students at the time of measuring language knowledge through conversations and daily language classroom routines.

Ortega (2012) completed a similar investigation in Ecuador. The study focused on interactive recreation games in 30 elementary second-grade language students. The main objective of this investigation was to determine the incidence these games in the EFL classroom to analyze meaningful language learning in students. This qualitative investigation considered two techniques for the data analysis. The techniques were a survey and an interview which were applied to the language educators and the language students of the institution. The author concluded, contrary to what was assumed to happen when combining the age of the students and games, that the language students found the activities as rigid and meaningless. These actions were perceived by the students as repetitive and did not generate language learning in them.

Directly related to the dialogical vision this investigation considers, the action research developed by Contreras and Chapetón (2017) is pertinent to indicate. Their investigation intended to analyze the impact of implementing collaborative classes from a dialogical

perspective in a public school located in Bogotá city. The study contemplated a seventh-grade group consisted of 30 students, 19 males, and 11 females, from twelve and fifteen years of age.

The research was established in three cycles where students favored communication among their peers in different contexts, inside the classroom, as a whole school, and as class members (Contreras & Chapetón, 2017). The first cycle measured the dialogical and collaborative perceptions by letting students introduce themselves and others to the class. In the second cycle, students interviewed other school members to get identified by the community. Finally, in the third cycle students, as members group, identified each other considering their roles and responsibilities in the classroom and school.

Contreras and Chapetón (2017) implemented activities focused on the use of collaboration and dialogue among students giving priority to the voice of students over the teacher in the tasks. “By means of dialogue, a meaningful learning environment was developed” (Contreras & Chapetón, 2017, p. 139). The authors reflected the learning environment developed in class classified as an interesting setting for students since the topics were connected to their preferences when speaking in the foreign language

“Through the implementation of a dialogical perspective to language education, personal development in the students was observed” (Contreras & Chapetón, 2017, p. 147). The researchers found that the students not only generated language knowledge by talking to others but also to students’ empowerment in respect of autonomy, self-control, and leadership aspects.

In accordance with the studies above described, the engagement of elementary EFL students with innovative activities and a distinct language learning methodology are the main concepts this investigation analyses to provide students a superior and sophisticated way of

teaching and learning the foreign language in for their language course. With all this in mind, this research searches to give elementary third-grade students a different vision their language learning process trying to make their classes more significant and attractive making an allowance for their oral communicative expression.

As it could be examined, the ludic learning concept and the dialogic teaching method have significance in language classes to promote learning and oral production in students. This investigation considered useful the theory abovementioned to be contrasted in an EFL third-grade group to analyze and conclude if the combination of these two learning concepts in planning is congruent to the hypothesis stated, as well as, to provide important information to answer the research questions.

1.3 Research Problem Statement

As indicated, most of the ludic activity literature and its implementation in a specific language group reflects successful learning outcomes with its application. On the other hand, the implementation of the dialogical teaching method might also be beneficial for students to improve their learning and oral expression. Therefore, these theories are quite isolated from one another, in most cases, they are applied in different and separate situations. The purpose of this investigation is to develop a didactic teaching sequence based on the ludic concept and the dialogical approach theory for an elementary EFL third-grade group to analyze English language vocabulary understanding and improvement of oral communicative expression in students.

1.4 Justification

Educational systems have changed as time passes. It is reasonable to think that contemporary education is different from the one in previous years. Present education confronts

reality in a different scenario. The traditional perspective of education is described as a passive process that never changes or evolves towards setting (Coll, 2015). Contrary to this, it is a constant challenge every teacher needs to be prepared to deal with. Weigand (2009) specified that the early vision of language learning needed to be improved. Present educators have to go beyond the limits of sentences into conversational exchange itself and, with the addition of another speaker, with an intention of being a genuine education activity with real purposes (Weigand, 2009).

1.4.1 Significance of English Language

It stands to reason that for many years the English language has been positioned as the target foreign language for a lot of countries. It is the language in which most texts around the world are written and discussed, and thus, its strength and powerful position have led us to consider it as superior over others. As a result, there has been a great petition from society to integrate it into their educational curriculum. This investigation considers the Mexican elementary English program (PNIEB 2011, as cited in SEP, 2011).

1.4.2 Influencing Factors in the English Language Teaching-Learning Process

English as a Foreign Language teachers, as well as any other subject instructors, face many educational challenges which go beyond the idealized spaces of schools and the fictional classroom settings described in the language programs. For this, it is necessary to categorize both, general educator and language educator roles in the learning process. Bar (1999) declared that the traditional role of the educator is seen as the only person inside the classroom who has relevant knowledge and the person who can provide it to others. This simplifies the idea of the educator as the generator of knowledge and because of him/her, scholars are able to learn.

On top of that, Bar (1999) defined two types of processes immerse in the classroom from which the teacher must take into consideration. The initial is the acquisition of knowledge which is based on an individual process determined by the student (Bar, 1999). The subsequent is the sense construction that necessarily involves a negotiation with others (Bar, 1999). Associated, Tedesco (as cited in Bar, 1999) stated that the educator acts as a guide and a role model in the learning process of students. For this, students are just supported by expert educators who provide them with a stimulating environment with the help of the institution.

Today's language learning process of students necessitates people who change the traditional teaching-learning perspective. It is necessary to create a learning setting where he/she is no longer the protagonist of the education, but a companion and guide for the students. Nevertheless, learning EFL is hard and it commonly produces anxiety among learners (Delicado, 2011). Overall, Delicado (2011) said that when learning a foreign language, the challenges most language learners face have to do with the teacher, his/her nature of instruction, and the approach he/she uses in class.

1.4.3 Dialogue and Social Interaction in the Classroom

The proper role of the 21st-century professor looks more like a dialogical assistance person than a didactic teacher. From this point of view, it is considered that the language student is necessary to be the dominant speaker and the instructor an instigator of more and better speaking, thinking, and learning in the classroom (Martínez, 2007).

Congruently, the age of the participants in this investigation is notable to mention since different theorists discussed the social interaction in infants as an important characteristic of study while learning a language. Research authors observe the social interaction as a way in which learners can acquire a language (Stein, Migdalek, & Sarlé, 2012). Through social

interactions, the language learner discovers the capacity to transform reality and integrate it into his/her language learning formation (Sarlé, 2001). With the immersion in social interaction situations, young learners are strengthened to exchange their ideas and beliefs with others to modify or adjust theirs internally.

According to Kennet (2014), allowing this dynamic process in the language learning process and acquisition of a language in learners offers a gateway to share meaning, which facilitates the individual's capacity to take the roles of other and rehearse prospective actions. Thus, the classroom setting in which the general formation of the students is supplemented appears to be an ideal place for its application. In ludic learning environments, it is assumed that language students create an understanding of language through the collaboration with others while playing (Sarlé, 2001).

1.5 Objectives

Due to the request of capable individuals with meaningful, relevant and useful language learning, it generates a curiosity to investigate in more detail the role of specific ludic learning tasks and notions of a dialogical teaching method in planning to evaluate oral communicative expression in an elementary EFL elementary third-grade group.

1.5.1 General Objective

The purpose of this study is to analyze the theoretical part of ludic learning activity and dialogical participation in an elementary EFL classroom to contemplate whether their integration has a positive result in the students' language learning and oral communicative expression so that a didactic teaching sequence might be developed.

1.5.2 Specific Objectives

This investigation aims to:

- Examine the notions of the dialogical teaching method in planning to analyze oral communicative expression in elementary third-grade students.
- Determine the proper ludic learning tasks that enhance EFL third-grade students to work and learn the English language.
- Develop a didactic teaching sequence planning with the integration of specific ludic learning tasks and notions of the dialogical teaching method to analyze effects in EFL third-grade students' learning and oral communicative expression.

1.6 Research Questions

1. What is the relation of English communicative expression in third-grade students to the application of the dialogical teaching notions in planning?
2. What are the proper ludic learning tasks that enhance EFL third-grade students to work and learn the English language?
3. What is the effect of implementing a didactic teaching sequence based on specific ludic learning tasks and notions of dialogical approach on the production of English language learning and oral communicative expression in EFL third-grade students?

1.7 Hypothesis

If the active methodology based on ludic learning tasks combined with the dialogical teaching method is applied in the elementary EFL classroom, students will increase their oral communicative expression for their third-grade English language course.

CHAPTER 2. THEORETICAL FRAMEWORK

The investigation is in search of getting elementary EFL third-grade students immerse on ludic learning tasks in the language classroom to enhance not only their language learning vocabulary but also their English oral production skill. It is reasonable to think that by means of the ludic language learning activity and the development in conjunction with their peers, is where the child develops and acquires independence and autonomy in the construction of his/her own criteria and judgments. In this sense, it is noted the relevance of the role that the ludic concept has in the formation of personal and social relations in foreign language students

This chapter begins with an analysis of the Elementary Mexican Language Syllabus the *Secretaría de Educación Pública* (SEP) develops for Basic education levels in the country. This examination addresses what current Mexican language students are dealing and facing in their daily English language course as a viewpoint to understand the situation and the background of language students of this study. Likewise, the theories and assumptions different authors give about the study of learning strategies, ludic learning concept, and dialogue teaching method are termed for a better understanding of the investigation.

2.1 Mexican Education

According to international education standards in the World Economic Forum (WEF), the level of Mexican education is one of the lowest in Latin America at position 102 out of 104 (Cann, 2015). This educational aspect has not only permitted to a reorientation of teaching organizations and education management but also, to a decrease in learning of teachers and students. As consequence of these educational aspects, it is crucial to discuss the English language syllabus the SEP (Mexican Ministry of Education) develops for elementary education in the country. The Mexican language program is called *Programa Nacional de Inglés en*

Educación Básica (as cited in SEP, 2011), and translates to English as the *National English Program in Basic Education* (NEPBE 2011, as cited in SEP, 2011).

2.2 NEPBE 2011

The SEP organism implemented and established in its Basic curriculum a language program for teaching the English language in its three Basic education levels: preschool, elementary, and secondary level. This language program is termed as *National English Program in Basic Education* (NEPBE 2011, as cited in SEP, 2011). Both, public and private school share same final language objectives with the implementation of this language program. NEPBE 2011 (SEP, 2011) program, as well as its objectives and purpose, are relevant in order to contextualize the investigation.

2.2.1 Purpose of NEPBE 2011.

“The purpose is for students to get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers by means of specific competencies with the language” (SEP, 2011, p. 68).

Mexican language learners are supposed to accomplish an efficient mode by participating in specific activities with the English language and also develop its use in different societal learning environments (SEP, 2011). The language syllabus focuses on an integrated use of the English language, but real teaching practice with elementary EFL students demonstrated a great variance in students’ language knowledge. In this respect, the present study focuses on the impact the relationship of ludic learning tasks and dialogue teaching may have in an EFL third-grade group. For this reason, having knowledge of this Mexican language program is significant to comprehend the knowledge of elementary students at a certain stage while learning English as a Foreign Language.

2.2.2 NEPBE 2011 Stages.

The NEPBE 2011 (SEP, 2011) syllabus is divided into two stages and four cycles which refer to the three distinctive levels into which the Mexican system of education is divided: preschool, elementary, and secondary. The first stage (cycle 1) refers to the grades of preschool and the first two grades of elementary (1st and 2nd grades). This stage aims to contact and familiarize the English language to the language learners (SEP, 2011). The second stage (cycle 2, 3, and 4) refers to the remaining Basic education grades; cycle 2: elementary 3rd-4th grades; cycle 3: 5th-6th grades; and cycle 4: secondary 1st-3rd grades. In this second stage, the learners are requiring to obtain competencies to use the English language in an effective way. The present research provides importance specifically to the Cycle 2 considering that the study group is in elementary third-grade schooling.

2.2.2.1 NEPBE 2011 Cycle 2

Each of the stages above described refer to a level and proper characteristics of the Common European Framework (CEFR). According to the CEFR levels, Cycle 2 (3rd-4th grades) corresponds to level A1 Breakthrough (SEP, 2011). This A1 level refers to language learners with the necessary knowledge to understand and use English language in order to identify, comprehend, and use common expressions through the development of specific competencies (SEP, 2011). This investigation might be beneficial to generate not only what the Mexican English syllabus (NEPBE 2011, as cited in SEP, 2011) is pretended to achieve in elementary third-grade students, but to help students to reach meaningful understanding and usage of complete daily expressions of the foreign language.

A further purpose of this Mexican language syllabus is to develop production and interpretation of oral information in students. Emphasizing the interaction and integrative

participation of all students in the language classroom, this investigation is helpful to accomplish the oral production aspect in elementary language students.

According to the NEPBE 2011 (as cited in SEP, 2011) syllabus, teachers must understand the essence of the subject such as social practice and activities in and with the target language. Mexican students' misunderstanding of the English language could be attributed to the lack of success of the educator's class program and selected approach. Language educators mainly concentrate in completing textbook materials idealizing a well-prepared student at the conclusion of them. Lastly, in a general perspective, the commitment of this study in arrangement with the Mexican NEPBE 2011 (SEP, 2011) is to form a creative, motivated, strong and trustworthy person able to develop his/her potential under the guidance of the language educator.

“Lo que necesitamos son maestros de inglés, por un lado, que sepan el idioma, pero que también lo sepan enseñar, que es parte del problema al que nos estamos enfrentando” (Nuño, 2015, as cited in Solera, 2016).

The challenge in here is to understand the beneficial impact the ludic as a learning task in English language education at a young age may have on this concern. Taking into consideration an elementary group to apply the research, the language students possibly have a solid base of language learning tools to develop a well understanding in their language learning process and prosper in their elementary EFL course.

2.3 Characteristics of the English Language Group

Based on personal experience as language instructor in the study group, it is observed, through daily classes' routines, activities, and content-book work, absence of interest in students

toward the English language course. This aspect is also observed as the main issue related to students' low English language proficiency in their language course. Related to this concern, the size of the language classrooms, 30-35 students, is important to mention because of the difficult management of the daily progression of the language classes.

The language group has presence of two types of students expressed by Bernaus (2001) as extrovert and introvert students. In the language classroom, the extrovert students are those people who know and understands a lot about the English language as result of their acquired language knowledge in extracurricular language classes which complement their Basic course in the institution. On the other hand, the introvert learners are the students who have a minimal idea of the foreign language studied. Referring to Bernaus (2001), the introvert students impede the learning of the general language class because there is a time when the language teacher has to take a considerable period of time of the class to engage them into the lesson.

Taking this into account, the investigation gives importance to the creation of a different language-teaching environment from the traditional teaching perspective where the teacher talking time is superior from the student talking time. For that reason, this research pursues to give relevance to language students' voice in the classroom to engage all type of students to a language learning progression. In next sections, different language learning theories and teaching assumptions at a young age are described.

2.4 Language Learning Theories

The investigation contemplates the theories of Piaget and Vygotsky since both perceive the development of language as a complex interaction between the child and the environment.

These theories are also influenced by the individual's social and cognitive development language features.

2.4.1 Social Development Theory

This learning theory was considered from the investigation paper detailed by Callander (2013). Callander's work (2013) describes in detail the social development learning model proposed by Vygotsky in 1978.

Vygotsky (as cited in Callander, 2013) pointed out meaning to the role of social interaction in the development of cognition as he believes that community plays a central role in the process of making meaning. Vygotsky gave significance to the communication with others and classified this process as a major factor in the development of language, and that it stimulates the development of thought in the child. Besides, Vygotsky explained that the child's external speech is the first step in the development of thinking.

In addition, Vygotsky's, through his theory of Zone of Proximal Development (ZPD), gives importance to the effect that an adult, or a more capable person, has on the development of language in individuals. This theory is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or with more capable peers" (Vygotsky, 1978, as cited in Callander, 2013, p. 9).

In this respect, the investigator of this study denotes the context of the language group such as that community that might help young language individuals to develop a meaning of the English in themselves with the help of the same members in the group. In relation to this, the activities later described for this study are based on interaction and practice of language among

students. These activities prioritize the interaction among students to observe possible increment in their oral communicative expression.

2.4.2 Cognitive Development Theory

This theory was analyzed in the research article of Lutz and Huitt (2004). The document gives an overview of the developmental theories of distinct authors such as Dewey, Piaget, Vygotsky, and Bruner. It is noteworthy to mention that having knowledge of this theory allows the investigator to recognize and categorize features of young students along with their process of reasoning and what they can do at a specific cognitive development stage. The theory developed by Piaget suggests four main stages of periods of human life:

- 1) Sensorimotor: stated during the early period of life in infants. Intelligence is based on physical and motor activity but excludes the use of symbols (0-2 years of age)
- 2) Pre-operational: demonstration of intelligence through the use of symbols, especially the maturation of language (2-7 years of age)
- 3) Concrete operational stage: intelligence is based on logical and systematic manipulation of concrete objects and related symbols. The major landmark to be reached is the ability to make abstractions and hypothesize (7-11 years of age)
- 4) Formal operational stage: intelligence is shown through the logical use of symbols related to abstract concepts. The individual moves to a much broader perspective and thinking beyond himself or herself (12 years-adulthood) (Lutz & Huitt, 2004).

Because of the age of the students in the investigation, young learners of 8-9 years of age, the students are categorized in the third stage Piaget described as the concrete operational stage.

2.4.2.1 Concrete Operational Stage

Piaget (as cited in Lutz & Huitt, 2004) mentions that children show a greater capacity for the logical reasoning, although still at a very specific level. The author also discusses that the child's thinking is still tied to the empirical reality, thus, reaches no more than a concept of what is possible. This concept is simple and not broader than the situation observed.

This stage is also denoted as the time when children can arrange objects in hierarchical classifications (Piaget, 1936, as cited in Lutz & Huitt, 2004). This stage announces in children the ability to understand the relationships of the parts of a whole, as well as the parts belonging among themselves.

Specified this, it is possible for the investigator to have an idea of what young language learners can do and be aware of the most appropriate ludic learning tasks along with the aptitudes and skills they have already reached in their corresponding human period of life. Concerning the subject of knowledge applied to concrete objects and stimuli, the investigator develops student-centered activities to work in the classroom. Regarding the decline of egocentric thinking and increment of the interaction in the individual, the activities for the didactic unit emphasize active participation of learners in the language learning tasks.

2.5 Students' Differences in the Language Study Group

Bearing in mind the ample number of students in the study group, there are different learning styles the learners apply during daily work and practice of the English language in classes. In succeeding paragraphs, the learning styles, learning strategies, and language learning strategies are detailed. Understanding these aspects helps the researcher to try enhancing language students' foreign language oral communicative competence and understanding through the activities developed.

2.5.1 Learning Styles

Reid (as cited in Lightbown, & Spada, 2006) declared that, “learning style has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” (p. 59). On a different perspective, Keefe, Alonso, and Gallego (as cited in Arias & Castiblanco, 2015) specified that, “learning styles are cognitive, affective, and psychological aspects that serve as indicators relatively stable of how students perceive the interactions and respond to their learning environments” (p. 31). According to López (as cited in Arias, & Castiblanco, 2015), “learning styles are general cognitive strategies which involved mental operations such as perceiving, memorizing, thinking, learning, and acting” (p. 31).

There are discrepancies in the author’s opinions about learning styles based on their psychological, cognitive, and social viewpoint. Conferring Wright, Betteridge, and Buckby (2006), they expressed that, “learning styles are not considered to be exclusive.. the same person may sometimes want to be analytical and at other times may want to be creative. However, each person will probably have preferences” (p. 6).

Therefore, the language educator has to consider and take same value for the different learning styles each student might possess and make an emphasis when the learner is at a young age where he/she is still modeling his/her way of understanding and learning. Wright et al. (2006) divided the learning style into several features: Visual, Auditory, Kinaesthetic, Creative, Analytical, Cooperative, Individual, Serious, Amusing, Dramatic, and Real. Based on these facts, it results challenging to analyze and evaluate all the varied learning styles that might appear in the elementary EFL third-grade study group. In this respect, the investigation contemplates in the language learning activities the learning styles related, or in a way

associated, to enhance and promote English knowledge and oral skill in young learners such as Visual, Kinaesthetic, Cooperative, and Creative.

2.5.2 Learning Strategies

As revealed, this research project presents the ludic aspect as a learning activity to encourage language learning and oral production in elementary EFL students. It is necessary to sustain the different theoretical perspectives that discuss, first, the learning strategies concept and then the specific classification of language learning strategies.

Chamot and El-Dinary (as cited in Chamot, 2004) defined a learning strategy as, “thoughts and actions that individuals use to accomplish a learning goal” (p. 1). In the same line, Weinstein and Mayer (as cited in Chamot, 2004) argued that the goal of a learning strategy might be to affect the way in which the learner selects, acquires, organizes, and integrates new information to affect his/her own state of effective motivation. With the aim of understanding the functionality and importance of learning strategies, Chamot and O’Malley (2004) pointed out three basic reasons for their use:

- In the first place, people who are mentally active learn better since they organize the information by relating it consciously with the knowledge that they already possessed. With this, learners develop more ways of understanding and recovering information than those who use only rote memorization resources
- The learning strategies can be taught. It has been found that persons who received strategy instruction, and that have the opportunity to put them into practice, learn more effectively than those who do not have this type of experience

- The learning strategies can be applied to different tasks. Thus, after receiving instruction and training in their use, their application to similar tasks may well be easier and more efficient

2.5.3 Language Learning Strategies

Language learning strategies had been described by Rubin (as cited in Zare, 2012) as, “any set of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p. 163). O’Malley and Chamot (as cited in Zare, 2012) expressed a definition to these strategies equally to, “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 163). Oxford (1990) described them as, “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 8).

The investigation subscribes primarily the ludic concept as the way Oxford (1990) defines the language learning strategies. The application of the ludic concept for this study emphasizes on the student as a self-directed learner who is proactive and has an incidence of his/her own learning process.

2.5.3.1 Classification

The learning strategies described below are based on two different classification systems known as direct and indirect strategies proposed by Chamot (2004) and Oxford (2011). The direct strategies are memorization, compensation, and cognitive. The indirect strategies are metacognitive, social, and affective. On account that the research considers the cooperation and collaboration between students for a meaningful language learning, just the indirect strategies are described.

The *affective* learning strategy helps the learner to manage emotions, beliefs, and attitudes that are tied to his learning process (Chamot, 2004). Some examples of affective strategies are making a positive statement to encourage oneself, lowering stress through relaxation techniques, and increasing motivation through interest. The *social* learning strategies, or sociocultural-interactive strategies, are strategies that involve interaction and sociocultural contexts of language learners (Oxford, 2011). These social strategies are commonly used when the learner asks for clarification or verification of the information.

One more category of strategies in the existing literature is the *metacognitive* group. This type of strategy helps the learner to concentrate, plan or evaluate his learning (Chamot, 2004). Examples of this category are time to decide to pay attention to specific tasks, organization and planning the language learning tasks, identification of a language task purpose, and look for practice opportunities. Besides some important metacognitive strategies are also monitoring and evaluating learning (Oxford, 2011).

It is possible to analyze how Chamot (2004) in concordance with Oxford (2011) present the interaction with others as a relevant and significant task. It is within the bounds of possibility that, once the learner understands the application and characteristics of the learning strategies, he/she can put them into practice in similar tasks in a way easier. This study pursues to make students' language learning an easier process in the classroom. Concerning this, the investigation considers specific ludic learning tasks as important learning strategies to stimulate and enhance language learning along with the oral production in third-grade students. Apart from this, it is relevant to add the ludic concept, its definition, and importance of integration in the class.

2.6 Ludic Concept in the Classroom

Since the investigation focuses on the implementation of interactive oral-based English language learning activities, it is necessary to recognize the origin and importance of this aspect and how it has been implemented in a variety of areas, but principally in the educational field.

2.6.1 Ludic Definition

Initially, different dictionaries gave similar definitions for the meaning of the word ludic. The Spanish term *lúdico, ca* has not a direct translation into the English language. The definition of the *Real Academia Española* (RAE) dictionary, it has been analyzed that the word *lúdica, co* has its origins from the Latin word *ludus*, meaning *game* or *relative to the game* (consulted in March 2017). In different sources, this word delivers related results to the RAE dictionary as a term related to the game. Additionally, the Merriam-Webster Dictionary gives the definition for “ludic” as “of, relating to, or characterized by play” (Merriam-Webster, consulted in March 2017). Moreover, it has origins and etymology in Middle English from Old English *gamen*, and is described as an “activity engaged in for diversion or amusement” (Merriam-Webster consulted in March 2017).

Collins Dictionary defined the ludic word as “an activity or sports usually involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle” (consulted in March 2017). This last definition clarifies the idea of this investigation of learning a foreign language through activities in the class related to the game.

2.6.2 Ludic Didactic Application

This section considers the quasi-experimental investigation developed by Arias and Castiblanco (2015) in Colombia. The researchers analyze the integration of the ludic concept in

primary EFL classrooms having both, control and experimental groups, to observe improvement or not in students' language vocabulary and oral production.

Pugmire-Stoy (as cited in Arias & Castiblanco, 2015) gave importance to these active types of learning actions in the classroom since they allow the student to mentally differentiate and relate the real and imaginary world. Based on these assumptions, Pugmire-Stoy (as cited in Arias & Castiblanco, 2015) affirmed that the implementation of this concept evolves from three steps: to amuse, to stimulate the activity, and to affect individual development.

Gimeno and Pérez (as cited in Arias & Castiblanco, 2015) defined the game as a group of activities through which the individual projects his emotions and desires, using spoken or symbolic language. Gimeno and Pérez (as cited in Arias & Castiblanco, 2015) assumed that is also where the individual expresses his or her personality. Jacquin (as cited in Arias & Castiblanco, 2015), termed the game as a spontaneous and selfless activity that requires an unrestricted rule to achieve or discuss an obstacle to overcome. In the same order of ideas, Russell (as cited in Arias & Castiblanco, 2015) defined games as, “an activity that generates pleasure in the individual and that is not done or executed with a foreign purpose, but itself” (p. 43).

It is, therefore, established that ludic tasks for young students are not mere distractions or entertainment. Language educators can provide a series of speculations with regard to life itself with this kind of activity and, students might discover and thus be more aware of their learning. As a result, the creation of a comfortable language environment for students seems to be a worthy factor to develop a solid understanding and oral production.

2.7 Language Games

Although this investigation entails mainly language learning games focused on oral production, the book of Rinvulcri and Davis (1995) described varied grammar language learning games applicable for EFL students. Rinvulcri and Davis (1995) point out that, “Competitive activities that pit pairs against pairs and threes against threes are excellent for fostering collaboration and mutual help within each team. In this heightened atmosphere a lot of learning takes place without the students noticing they are 'studying'” (p. 10).

Concerning the little time participants of this investigation have to practice the language, Rinvulcri and Davis (1995) talk about *movement and grammar games* as a reply to this concern. Games of these two categories are illustrated in the following chart. To begin with, the *competitive* grammar language learning games:

| GAME | | GRAMMAR | LEVEL | TIME |
|------|-----------------------------|---|--------------------------------------|-----------------|
| 1.1 | Betting on grammar horses | * Verbs + <i>-ing</i> / verbs + infinitive / verbs that take either | * Upper intermediate | 30 – 45 minutes |
| 1.2 | Happy grammar families | * Basic word order | * Beginner | 30 – 40 minutes |
| 1.3 | Grammar Reversi | * Phrasal verbs | * Upper intermediate | 50 minutes |
| 1.4 | Three from six grammar quiz | Varied | Elementary to advanced | 15 – 25 minutes |
| 1.5 | Present perfect love story | Present perfect simple, continuous, active and passive | Lower intermediate and intermediate | 40 – 60 minutes |
| 1.6 | Spoof | * (1) Present continuous (2) Adjective / noun Collocation | * (1) Intermediate (2) Advanced | 30 minutes |
| 1.7 | Student created text | * Continuous tenses | * Intermediate to upper Intermediate | 60 minutes |

| | | | | |
|-------------|-------------------|---|-------------------------------|-----------------|
| 1.8 | Speed | * Collocations with <i>wide</i> , <i>narrow</i> and <i>broad</i> | * Intermediate to Advanced | 15 – 20 minutes |
| 1.9 | I challenge | Word endings and Suffixes | Beginner to advanced | 25 minutes |
| 1.10 | The triangle game | Prepositions Adverbs of time, place and movement | Intermediate and Above | 40 – 50 minutes |

Table 1. Map of the book. Source: Rinvoluceri, M., & Davi, P. (1995). *More grammar games: Cognitive, and movement activities for EFL students* (p. V). England: Cambridge University Press.

To continue, the *movement* and *grammar* language learning games:

| GAME | | GRAMMAR | LEVEL | TIME |
|------------|--|---|--------------------------------|-----------------|
| 5.1 | Real time | Language for telling the time | Beginner to post beginner | 20 – 40 minutes |
| 5.2 | Sit down then | <i>Who</i> + simple past interrogative Telling the time | Beginner to post elementary | 10 – 20 minutes |
| 5.3 | Do you like your neighbours' words? | Present simple questions + short answers Ones (substitute word) Possessive pronouns | Post beginner | 45 minutes |
| 5.4 | Turn around quick | Irregular verbs | Elementary | 20 – 30 minutes |
| 5.5 | Only if ... | Polite requests -ing participle <i>Only if</i> + target language | Elementary + | 15 – 20 minutes |
| 5.6 | Future chairs | * Future forms | * Lower intermediate | 30 minutes |
| 5.7 | <i>If</i> + present perfect | * <i>If</i> + present perfect <i>I'd like</i> <i>you to</i> + infinitive Past interrogative | Elementary to intermediate | 15 - 20 minutes |
| 5.8 | If you had the chance | * 'Second' conditional | * Intermediate | 25 minutes |
| 5.9 | Moving Ludo (Pachisi) | Varied | * Intermediate | 60 minutes |

Table 2. Map of the book. Source: Rinvoluceri, M., & Davi, P. (1995). *More grammar games: Cognitive, and movement activities for EFL students* (p. Vii). England: Cambridge University Press.

“What differentiates language games from other activities in the EFL classroom is the presence of a visible set of rules which guide the children’s actions, and an element of strategy- children must successfully apply their language (and other) skills” (Gordon & Bedson, 1999, p. 5).

On the word of Gordon and Bedson (1999), “there are two classifications for the general concept language games which are competitive and cooperative or collaborative” (p. 6). Language learners designated for the first category are those learners who try to be first to reach the goal or objective of the class. On the second category, there are positioned learners who try to reach the same goal together, and that they help each other to achieve the objective of the language task. There are going to be described the different types of language games Gordon and Bedson (1999) classified as proper learning games for children:

Movement games: the type of game when learners are physically active (e.g. Find your partner). All children can be involved, and the teacher usually just monitors the game. Movement games have clearly given rules and they can be either competitive or cooperative; while playing movement games children practice all skills

Board games: games played on the board in this case (e.g. Hangman). Teachers need whatever kind of boards (black, white or interactive board). They can be played in all types of grouping and the teacher needs to prepare some material for most of board games. Learners can practice all language skills and they are expected to obey given rules. This type of game can be either competitive or cooperative

Dice games: these games are incredibly versatile. They can have numbers, colours, letters or the alphabet, or virtually anything the teacher likes

Guessing games: based on the principle when one holds the information and other tries to guess it (e.g. back writing). It exists a wide variety of guessing games with the teacher as a participant or facilitator. Teacher needs to prepare none or some material and learners practice their speaking and listening skills while cooperating

Matching games: games involve matching correct pairs (e.g. vocabulary scramble). The teacher needs to have material prepared. The goal of the game and the type of grouping can make the game cooperative (learner in pair, learner of one group, whole class) or competitive (pair/group vs. pair/group). Reading and speaking are practiced the most.

Card games: familiar game with board game. The cards have an important value in the game (e.g. what is that card?) so material is required in this case

Desk games: these games can be played as an individual work game (e.g. puzzle) or pair ad group game (e.g. scrabble). Desk games need material and they can work competitively and cooperatively

Drawing games: they are special because they span a gap between key functions of the brain. On the one hand, drawing requires creativity and sensitivity towards the world. On the other hand, the children must be able to understand instructions and describe their art. These are particularly helpful with shy children who are reluctant to talk

Role-play games: it can be either the game itself or an element of other games. It needs active performing of the learner (e.g. At the shop) cooperating in pairs or smaller groups. The teacher is a controller and facilitator; he gives the instruction, but strict rules are not necessary. They practice speaking, writing, and listening skills

Singing and chanting games: these games often involve movement, and in this specific manner, they are listed separately, since music plays such an important role in early childhood learning.

Task-based games: they belong to the popular games currently, especially because of its connection with cooperative schooling. Usually, in pairs or groups work on meaningful task in the way learners enjoy. Learners obey clear rules and they have a chance to practice all language skills

Word games: this type of game is considered a collaborative game. These utilize children's enjoyment of playing with words. They are mostly for older children as they involve spelling and writing.

Computer games: they are a very popular type of games nowadays. They can be played either at school or at home. They require individual or pair work and learners practice their reading and writing skills (Gordon & Bedson, 1999, p. 18).

Most of the language games displayed above are helpful to provide the different language learners an opportunity to perform and, as consequence, interact with the foreign language in the classroom for a communicative expression improvement in them.

2.8 The Teaching Approaches for this Study

There are two main approaches this investigation considers applying in its development, Dialogical and Communicative approaches. This study aims to emphasize the speech interaction between students in the classroom to observe changes in their language oral communicative expressions. The idea is to provide students certain activities and tasks where they can work and practice basic language structures and vocabulary in the target language. The following

paragraphs detail the Communicative and Dialogical approaches, their notions, principles, and beliefs.

2.8.1 Communicative Language Teaching Approach

The language idea held by this language learning method is that learning a second or foreign language in a successful manner comes from having to communicate a real meaning through it (Richards, 2006). “Communicative language teaching sets as its goal the teaching of communicative competence” (Richards, 2006, p. 2). The Communicative Language Teaching (CLT) approach is a method which emphasizes interaction as the goal of learning in a language. In this approach, the grammatical aspect of the language becomes a non-crucial learning part and it is taught in an inductive manner (Richards, 2006).

When learners interact socially, they make speech acts which are used to communicate intentions with others. To consider this speech act as an effective interaction it is necessary to develop communicative competence which embraces mainly the knowledge of the rules of language use. In this communicative approach there are several perspectives on how learners learn the language:

- Interaction between the learner and user of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language

- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- Trying out and experimenting with different ways of saying things (Richards, 2006, p. 4).

The role of students and teachers in classroom activities are also relevant aspects to mention in this method. On one side, students become listeners to their classmates in group work activities, rather than just listeners to their teacher (Richards, 2006). With this, students are more responsible for their own learning in the classroom. On the other side, the teacher assumes a role of facilitator in the class (Richards, 2006). The teacher becomes a model in the learning process of the students. Moreover, teacher's primary responsibility is to make students produce and practice sentences in the target language in a communicative form to facilitate their language learning.

According to Richards (2006), the activities based on this communicative approach are considered on developing fluency in students. Regarding the author, "fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid breakdowns" (Richards, 2006, p. 14).

Richards (2006) defines the communicative practice as, "activities where practice in using language within a real communicative context is focused, where real information is exchanged, and where the language used is not totally predictable" (p. 16).

Diverse authors such as Clarke and Silberstein (as cited in Richards, 2006) detailed that the activities under this type of language learning approach comprehend authenticity in their design for a communication in the real world. Some assumptions are:

- They provide cultural information about the target language

- They provide exposure to real language
- They relate more closely to learners' needs
- They support a more creative approach to teaching (p. 21).

The aim of this investigation is to analyze English language communicative expressions in EFL third-graders. This approach is a difficult type of method to develop in the study group by means of the basic language expressions the students possess. However, this study considers simple communicative activities in planning. These activities require of musical language vocabulary application in an oral way among students. The didactic unit considers fluency tasks to put in practice language vocabulary observed in classes.

The activities are focused on a communicative practice of the language in a collaborative and cooperative manner among students. In these activities, the language teacher acts as guiding person who provides help to students when needed. The activities are planned according to the young learners' needs and give a real exposure to the foreign language. Furthermore, the activities are easy for students to answer by themselves. Such activities involve vocabulary worksheets related to musical instruments and flashcards to reinforce adjectives. Students are required to produce simple-structure oral sentences and to exchange them with other students.

2.8.2 Perception of Dialogical Approach in the Language Teaching-Learning Process

The dialogic learning concept has been analyzed during a long period by different authors. Distinct research journals and book materials are considered for their examination to explain and contextualize this approach to the investigation.

Wells (1999) defines this type of learning as an inquiry and not as a method itself. Based on this, the author defines this approach in a very high-intellectual manner the student requires

to work with others to successfully learn the language. Wells (1999) declares that this type of learning occurs through the questioning and understanding of certain situations in which the learner collaborates with others with the objective of finding answers. In addition, to get immersed in the language practice, learners analyze their understanding by complementing it with the ideas and contemplations of others.

Apart from this, Wells (1999) points out that the predisposition for dialogic inquiry depends on the characteristics of the learning environments and it is important to reorganize them into contexts for collaborative actions and interactions. The application of this perspective of dialogue interaction in the study group does not match with the basic language abilities elementary students have to work with the foreign language. Although it is challenging for the study group to work with respect to this dialogical notion detailed by Wells (1999), the aspect of collaborative actions and interactions among students is presented in most student-centered activities developed in planning.

Other authors such as Padrós and Racionero (2010) analyze and explain the dialogic concept intervention in educational psychology. According to the authors, “theories in many disciplines-including sociology, anthropology, philosophy, linguistics, women’s studies, psychology, and education are also undergoing a dialogic turn, emphasizing the dialogic nature of social process” (Padrós & Racionero, 2010, p. 145). With this contemplation, it is reflected that contemporary learners differ from the past as consequence of their constant exploration of a variance in the way they understand and learn things.

According to the authors, the concept of dialogic learning has been examined in several periods of time such as Communicative Action proposed by Habermas in 1984, the sociocultural Development theory of Vygotsky in 1978 and Chomsky’s Universal Grammar theory in 1986

(as cited in Padrós & Racionero, 2010). In general terms, these authors' theories of language teaching and learning considered the education understanding mainly as the process of interactions and communication exchanged with others.

In addition, the introduction of this approach, such as a teaching or learning concept, cannot be apart from the classroom planning. "Learning depends on interactions with multiple others and dialogue is the most important tool for achieving consensus" (Padrós & Racionero, 2010, p. 148). Due to the importance of dialogue to learn, learning is considered better and more effective when learners participate in activities that enable them to use language in a dialogic manner. The following chart was modified from the Padrós and Racionero's investigation (2010) and it details conceptions associated with the dialogical approach.

| Learning conception | Communicative |
|-------------------------------------|--|
| Sociological Perspective | Dual (communicative) |
| Conceptualization of social reality | Reality is a human construction; meanings are constructed in human interaction. |
| Conceptualization of learning | Dialogic learning: Learning results from communicative interaction between the learner and all people with whom s/he interacts: peers, teachers, relatives, friends, and others. |
| Disciplinary approach | Interdisciplinary: educational, psychological, sociological and epistemological. |
| Didactic implications | Designing/transforming learning environments to increase communicative interaction, including involving more and diverse adults. |

Table 3. Conceptions of social reality and associated approaches. Source: Adapted from Padrós, M., & Racionero, S. (2010). *The Dialogic Turn in Educational Psychology. Revista de Psicodidáctica* (p.147). España: Universidad del País Vasco/Euskal Herriko Unibertsitatea Vitoria-Gazteiz, España.

In the same line of teaching-learning approach, Callander (2013) details a workshop for Primary Grades and focused on exploring how teachers can improve the quality of collaborative talk within the classroom. The author aims to encourage teachers to collaboratively engage students in purposeful talk such as that which can occur during interactive read-aloud.

Incidentally, Callander (2013) declares that, “with a supportive environment, children need multiple opportunities to observe language in use and practice talk with those who have more developed skills and experience so that they can assimilate these skills into their own” (p. 2).

Apart from this, Callander (2013) mentions the need for a dynamic assessment as a requisite in the classroom. Contextualizing this in the investigation, a dynamic assessment is paired with ongoing attractive and formative language activities of talk which can afford the investigator with the necessary information to create lessons that help to develop elementary students’ English communicative competence.

Regarding Alexander (as cited in Callander, 2013), to conclude that students are really engaged in language talk, there are some aspects the educator can observe and check while the students are practicing:

- Uses exploratory phrases (I think, because, if, why) when sharing and discussing ideas with others
- Provides reasoning for ideas and responses
- Listens attentively using whole-body listening
- Listens carefully to and accepts others’ opinions and ideas (and negotiates viewpoints when necessary)
- Uses appropriate conversational skills (i.e., turn taking)
- Engages in uptake during discussions (building on others’ ideas)
- Uses various types of talk for different audiences and purposes
- Describes their discussions and sets personal and group goal for talk
- Ask higher level thinking questions (p. 28).

Finally, a similar article was developed by Fernández (2014). The author analyzes the dialogism concept immerse in educational practice. Rendering Fernández (2014), “the dialogical education studies seek to carry out research on the ways in which education systems can help to give priority to the voices of the students, as a way to interact with the voices of teachers and curriculum” (p. 184). Present educator is demanded to observe the benefits of introducing the students in the planning of the course by giving him/her importance and relevance to their opinions and expressions in class. With this, there is an appropriate use of this dialogical approach to help students being an active part of the educational program.

Interaction, as well as the speech production in elementary language students, are aspects this research paper encloses. This dialogical talk in classroom consists of purposeful, collaborative and engaging talk where students and teachers share authority for knowledge within a supportive learning environment. As mentioned, it is important to develop and provide opportunities to the language students to engage themselves in the language class and share their ideas and opinions to the classroom. In this respect, the dialogical talk is defined as a purposeful and intentional talk for extended periods of time that is student-focused, collaborative, active and engaging.

The language knowledge difficulties the study group demonstrates differ from the language aspects needed for a meaningful language talk in the classroom. This language learning approach is applied at a low language level where students, based on the student-centered activities, share basic and short ideas and sentences to the class and interact with their peers.

For this investigation, not all the notions and beliefs of the dialogical teaching method are considered due to the basic language knowledge the elementary students own. The main

aspect taken from this approach and applied to this study is the meaning construction of students developed from a learning environment where a communicative interaction is encouraged in planned activities to analyze a possible increment in students' oral language skill. Four lesson plans are developed and implemented which give priority to students' interactions to practice specific language vocabulary and a grammar structure. As mentioned, the dialogical approach application was in a simple manner considering the basic English language knowledge students have in third-grade.

CHAPTER 3. DESIGN METHOD

This section is considered by different authors as the main core of the investigation (Pajares, 2007). This chapter aims to indicate the design method, to explain the techniques used for data application, to analyze such techniques in order to solve the research questions, to verify the hypothesis and to achieve the objectives mentioned in the first chapter of this investigation.

According to Wiersma (as cited in Pajares, 2007), in here the planned activities should be described in as much detail as possible and they have to be connected to what is the main problem noticed in the investigation. As mentioned, this study addresses the relevant aspects that directly influence the process of teaching and learning English as a Foreign Language in elementary third-grade students. Before defining the design method, the contextual framework of the problem detected is described.

3.1 Contextual Framework

This investigation is situated in a private educational institution located in the south of Monterrey city. The educational institution is undergoing a transition of becoming a bilingual school, but this investigation was developed and concluded before this definite conversion. The institution is a La Sallian school remarkably known in the metropolitan area where is located. In here English as a Foreign Language classes is taught to elementary students.

Another important aspect to mention is the Catholic beliefs the school is based on. One of its main objectives is to get students involved in different classes such as values, religion, music, and a foreign language. Due to this diversity of lessons, the school's schedule is packed in a way that the language classes are taught only once a day in a fifty-minute class. Unfortunately, because of the few classes students have in the week, they do not have enough time to practice and reinforce the language in a meaningful way.

The language teachers working in the school could be classified into two main groups, the ones with an academic background in language teaching and the ones with no formal training. The second group was offered a teaching job because they know how to speak the foreign language in a native-like manner since they lived abroad. Although they do not have experience in the education field, these teachers have been coached to be in front of a class.

The language book considered in the curricula is called Oxford Discover. This language book is provided by Oxford publisher. The publisher gives the educational center a content language book, a workbook to practice the language, and a general language test according to the grade of the students. Oxford publisher provides this test to the institution for its application in the language groups at the beginning of the school year to observe general language knowledge in students.

In a different section, the results of such test are contrasted with a second version of the same test at the end of the school year. The written test is aligned to the grade of the students and associated to the Common European Framework of Reference. This written test was applied and analyze for this investigation to clarify the language understanding of the group, and it was found that there is a low proficiency language level.

3.1.1 Language Group

The study group is a third-grade classroom with 35 students between ages 8 and 9 years old. These students are categorized in the social upper-middle class since they are in a private school in the metropolitan area of Monterrey city. The language group is a mixed-gender classroom made up of 17 boys and 18 girls. Through direct observation and daily classroom work, there is perceived two types of students in the group.

On one hand, there are students who are shy and struggle with the language in regular course classes. These students are detailed by Bernaus (2001) as *slow finishers* and impede the continuing of the language class because of the excessive time they spend to complete the activities. On the other hand, there are those students classified as *fast finishers* (Bernaus, 2001). These students always want to participate in class and want to share their ideas with the rest of the group. These students are strongly motivated to improve their language skills in regular classes.

The private educational institution evaluates students' language comprehension once-a-month through diverse written tests throughout the school year. Considering this, teachers and students are focused on answering and completing the language books to generate a grade for the course. This situation triggers little motivation from students to investigate more about the content taught in classes. This language setting is an appropriate environment to analyze the theoretical part of ludic learning activity and dialogic participation to contemplate positive or negative results in student's language learning and oral communicative expression. As a result, the ideal pursued is an adaptation on the teacher's planning and a didactic proposal.

3.2 Method Design

In this section, the investigator has a crucial task to select the most suitable method for its development in the study, since it has to involve the detailed method or methods for data collection, analysis, and interpretation the investigation seeks to reach (Creswell, 2014). There are commonly three approaches the research can follow as a general guideline in its development: quantitative, qualitative, or mixed method. As mentioned, the selection of the appropriate approach has to be directly related to the type of data intended to obtain for the investigation.

3.2.1 Mixed-Method Design

The mixed-method research uses both categories, quantitative and qualitative techniques, either concurrently or sequentially (Creswell, 2014). Regarding Creswell (2014), the mixed-method approach, “involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypothesis” (p. 266). Researchers in here incorporate methods of collecting or analyzing information from the quantitative and qualitative approaches in a single investigation. Researchers collect and analyze not only numerical information but also reflective information in this study method.

Such method has been chosen because quantitative and qualitative techniques were used to collect information in the study group to analyze the integration of the ludic concept and the dialogical teaching method in a didactic unit for a specific EFL third-grade classroom. On one side, the qualitative approach concerns about the process that involves emerging questions and procedures in the participants’ setting, and interpretation of information collected. In sum, the qualitative approach refers mainly to the investigation that requires analysis of textual data (Creswell, 2014). In respect of the oral language rubric application, there is an objective analysis of the results obtained in the language students. These results clarified the real oral communicative expression in language students

On the other side, the quantitative approach addresses the problem “by understanding what factor or variables influence an outcome” (Creswell, 2014, p. 152). In other words, this type of method employs strategies of inquiry such as experimental techniques to collect data for statistical analysis. The written test and survey techniques later explained are quantitative instruments that required analysis and interpretation of numerical data.

3.3 Action Research

In view of the problem observed in the language classroom, the most suitable design for its implementation is the action research. In this respect, this investigation is developed around Kemmis and McTaggart's action research model (as cited in Latorre, 2003) since it is a simple research spiral model which intends to solve problems of real practice. In consideration of this study method, the investigation tries to find, by means of an objectivity insight in the collected data, the real performance obtained in language students after having applied the ludic as a learning concept and dialogical approach in specific classes.

It is significant to remark that the nature of the problem presented in this study has been previously studied by other researchers (Arias & Castiblanco, 2015; Castañeda, 2010; Molina, 2015; and Ortega, 2012). The findings in this type of research can reveal the prevalence of problems, opinions, academic achievement, and other phenomena across an entire defined population. The 8-9 years of age language students are analyzed in their habitual language classes since the investigator is the same person who instructs the language classes to them. In this respect, the goal of this action research is to create a didactic proposal in response to the low English language oral proficiency level the group revealed as an educational language problem.

The perspective of this approach is it is more closely tied to educator's practice than other types of research. It possesses great potential to solve problems of practice (Latorre, 2003). Bassey (as cited in Latorre, 2003) describes the action research as, "where researchers seek to describe, interpret, and explain events whilst seeking to change them for better" (p. 28). Elliot (as cited in Latorre, 2003) holds that action research is, "the study of a social situation with a

view to improving the quality of action within it” (p. 24). Kemmis and McTaggart (as cited in Latorre, 2003) concluded that:

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (p.4).

This type of research provides educators and understanding of new practices and empirical data that show the results of those practices on teaching and learning in a real-life setting. Also, the action research model benefits educators by improving their theories of education, their work with students as well as their interactions with colleagues. Furthermore, the systematic data collection, analysis, and reflection are what distinguish action research from other approaches to problem-solving. Being aware of the problem observed and clarified in real language practice, the action research is the appropriate approach to search for a solution presented in the EFL third-grade classroom.

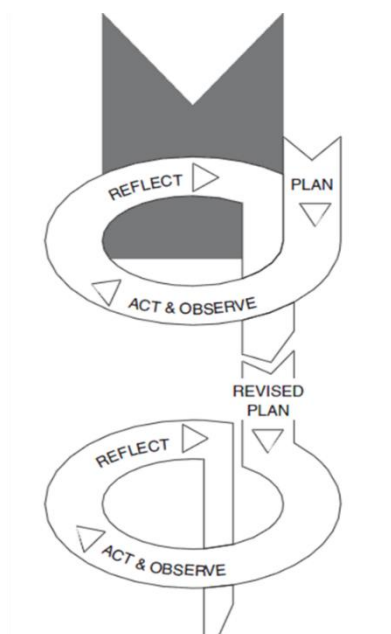


Figure 1. Action research spiral. Source: Kemmis, S., & McTaggart, R. (2000).

Based on Kemmis and McTaggart (2000), the action research is classified as a participatory study which in turn is formed as a spiral of self-reflective cycle model (Figure 1). Kemmis and McTaggart's model (2000) is based on four steps or stages the investigator require thoroughly to consider when developing each of them: plan, act, observe, and reflect. It is important to define in here, that for this investigation only one cycle, or spiral, is realized.

3.3.1 Stage 1: Plan

This first cycle or stage mainly concerns in the planning in order to change. In here, the investigator focuses primarily on the detection and identification of the problem in practice to raise a hypothesis to change it (Kemmis & McTaggart, 2000). In before chapters, it was detailed and exposed the low English language grades and little oral language production the study group possesses, and in turn, associated with the absence of interest in their English language course. It was also reflected the difficulty of daily classes since the little language learning the students own in third-grade.

While working on this investigation, three varied techniques were implemented, and their results analyzed as well: an initial written test. This test clarified the problem of low English language grades students have in the language course (Appendix 1). A survey, which development was related to the application of ludic activities in students' classroom (Appendix 2), and a modified oral language rubric applied in regular classes of the language course. This language rubric supported the researcher to explain the low oral language proficiency level in the third-grade students (Appendix 3).

3.3.2 Stage 2: Act and Observe

This second phase is characterized by implementing the change (act) and observing the process of implementation and consequences (Kemmis & McTaggart, 2000). In respect of assisting the language students in gaining positive results in their language course, the planning considered the implementation of complementary doings, activities, and tasks in the classroom. These tasks involve students' participation rather than just accomplishment of the activities of the language book.

As mentioned, specific classes are implemented where different handmade drawings, crafts, and explanation through performance in the classroom are considered. The Communicative Approach (CA) and Dialogical Approach (DA) are the main methods the investigation contemplates as teaching approaches responses to the concern of developing a well understanding of language in EFL third-grade students.

In here, direct observation is important to apply in order to analyze the performance of the activities in the classroom executed by the language students as well as a reflection about their emotions about integrating the ludic concept and dialogic teaching method in planning. After this treatment in the language group, a similar second oral language rubric is intended to be

applied (Appendix 7). This second rubric application might reflect and indicate if there is a change in the students' oral production in contrast to the results obtained in its first application.

3.3.3 Stage 3: Reflect

This last phase takes place after the plan, action, and observation stages have been developed (Kemmis & McTaggart, 2000). It is mentioned that having done one complete cycle is commonly not enough to solve the problem in practice. The number of cycles the investigator has to consider is related to his study problem and participants in the investigation (Latorre, 2003). This investigation considered just one complete cycle of the action research model even though found results are not as good as expected. The analysis of present results allows understanding of an improvement or not in EFL students' language knowledge and oral production.

There is reason to believe that with the completion of a complete spiral cycle, results generate enough understanding to conclude about the relationship of the ludic learning tasks and oral production in third-grade language learners with the intention of interpreting objectives, research questions, and the hypothesis of the investigation. Besides, through the conclusion of the action research spiral cycle, the investigator will reflect and answer the following request: Did the students gain benefits from the ludic learning tasks? Did the group develop a well oral production of the language considering the Communicative and Dialogical Approaches? Did the group obtain a kind of change in their language learning development for the language course?

3.4 Method Section: Measures

As described by Creswell (2014), the research report should include information about each measure that was used, the construct being measured, the scoring procedures for the measure, and evidence of the measure's validity and reliability. This section encompasses the techniques, their definition, and reasons for their selection in the doing of this action research. In general, for the techniques' application and information processing following steps were performed:

- Techniques application in the study group on September (written test) and October (survey and oral language rubric).
- Statistical study of data for presentation of results (October).
- Elaboration of statistical graphs with results (October-November).
- Critical review of the information collected in the test, survey, and oral language rubric based on observation (November).

Furthermore, techniques' results demonstrate if the problem detected in the language students at first, low English language knowledge and oral production, existed or not.

3.4.1 Technique: Written Test

The written test was provided by Oxford publisher to the private educational institution and later applied to the 35 students in the study group. The validation of this techniques is in consideration of the Common European Framework of Reference the publisher considered for the developing of the items in the tests according to elementary grades.

This first technique was considered a pilot technique evaluation since it was applied before any treatment in the study group. This test evaluated the general English language

knowledge the students had at the beginning of the school year. Its application was a week after having started the 2017-2018 school year period in the educational institution. In the same respect, it was not necessary to request a permission in the school since this test is commonly applied at the beginning of the school year to diagnose elementary English language knowledge. The written language test was authorized and distributed by Oxford publisher (Appendix 1). The evaluation was implemented to the study group and was developed among 30 items which focused on three different sections of English language: reading (10 items), grammar (12 items), and vocabulary (8 items).

3.4.2 Technique: Survey

It was applied to the 35 students in the study group. This technique considers the students' previous school year experience and the planning of their second-grade language teacher. The survey analysis was taken and modified from the study research of Ortega (2012). Although the survey is originally composed of 15 items, this investigation considered only 10 items, mainly related to the students' perceptions and integration of ludic tasks in the language classroom. Ortega (2012) analyzed the reliability of this technique based on the Cronbach's Alpha equation. The technique obtained a 0.89 result which means a high reliability of the measure.

The survey format was not modified from its original Spanish language for a better comprehension by the EFL students. By doing this, the students did not get confused by answering the survey items in their native language. Additionally, some indication words were adapted and completed from their abbreviation form. For its implementation, it was requested a permission by the school to consider it in the weekly planning. The institution gave the researcher the opportunity to apply the survey (Appendix 2) the second week of October because

in previous days the students were in bimonthly exams and there was not an opportunity for its proper application.

3.4.3 Technique: Oral Language Rubric

This oral language rubric (Appendix 3) was taken and adapted from Gatica and Uribarren (as cited in Barquero & Ureña, 2015). This is a specific rubric meant to analyze oral production in students. This technique helped the investigator to analyze the oral communicative expression of English language in students before and after the intervention of the didactic proposal.

The oral rubric was applied to the 35 students in the language group almost at the end of October. This oral language rubric originally evaluates fluency, content and vocabulary, grammar, pronunciation, and communicative skills in language beginner learners. The researcher applied the technique in a regular week of the language course while students completed oral activities presented in the language book. The oral exercises analyzed were to talk about specific pictures of weddings in different periods of time. Students needed to use vocabulary words to orally practice with a classmate about similarities and differences in the photographs. Besides, students in this activity were supposed to practice speaking strategies in a conversation exchange considering specific expressions and language tense.

3.4.3.1 Delimitations

Since this investigation emphasizes the understanding of language vocabulary and oral production in students, only the criteria of vocabulary-content, fluency, and pronunciation were evaluated for data analysis. Each criterion of the language is labeled to four distinctive evaluation aspects: *Excellent*, *Good work*, *Acceptable*, and *Needs to improve*. The total results obtained in the rubric are finally evaluated according to the criteria established by Martínez (as cited in Barquero & Ureña, 2015, p. 20).

| Points obtained | Grade | Numerical Scale |
|------------------------|--------------|------------------------|
| 1-3 | Insufficient | 6 |
| 4-6 | Good | 7 |
| 7-9 | Very good | 8 |
| 10-12 | Excellent | 9-10 |

Table 4. Modelo de tabla de puntuaciones y nivel correspondiente. Source: Barquero, M., & Ureña, E. (2015). *Intersedes* (p. 20). Costa Rica: Universidad de Costa Rica.

CHAPTER 4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Written Test

Elementary third-graders are supposed to be categorized in the A1 Breakthrough level according to the Common European Framework (SEP, 2011). The written test revealed the students' present language knowledge at the beginning of third-grade (Figure 2). Referring to the SEP (2011), students at this level possess ample knowledge to understand, identify, and use the target language through common expressions deprived of difficulties.

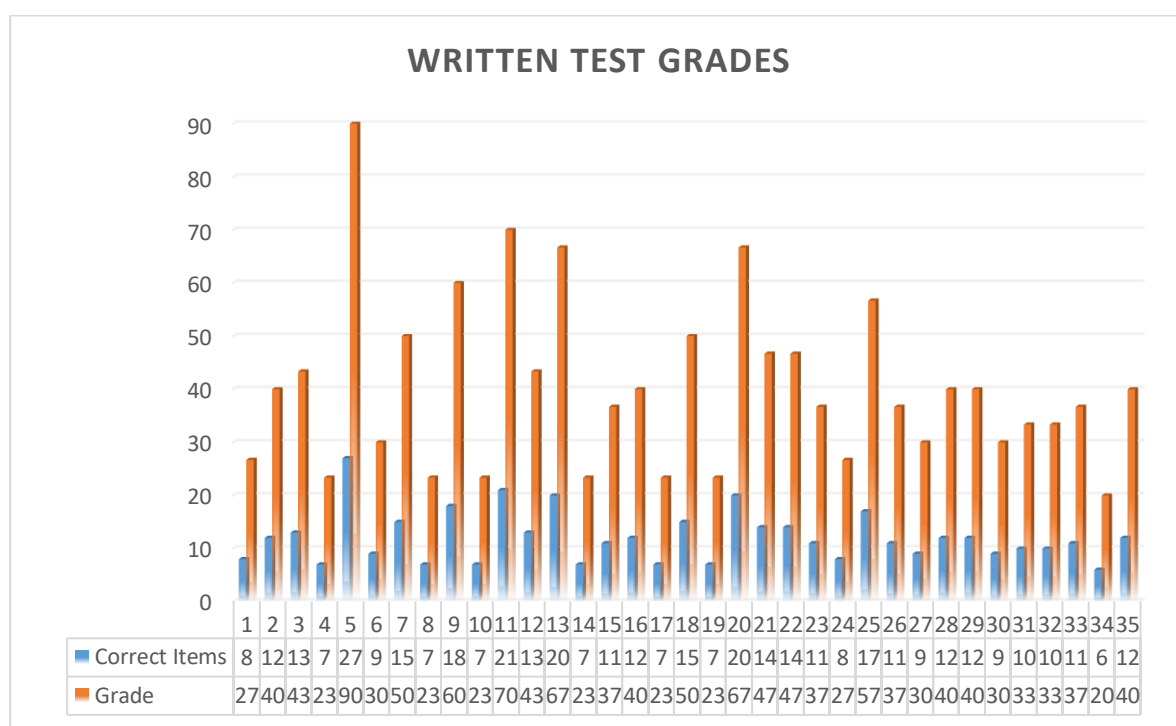


Figure 2. Written evaluation grades.

The group revealed English language knowledge below what was expected at the beginning of Elementary third-grade by the NEPBE 2011 (as cited in SEP, 2011). The average of items answered correctly was 12.06 items (Figure 2). In addition, the average score for the group was 40.59 (Figure 2). Considering 50 as the minimum score as satisfactory in this test, the group had only 8 students with a passing grade (Figure 2).

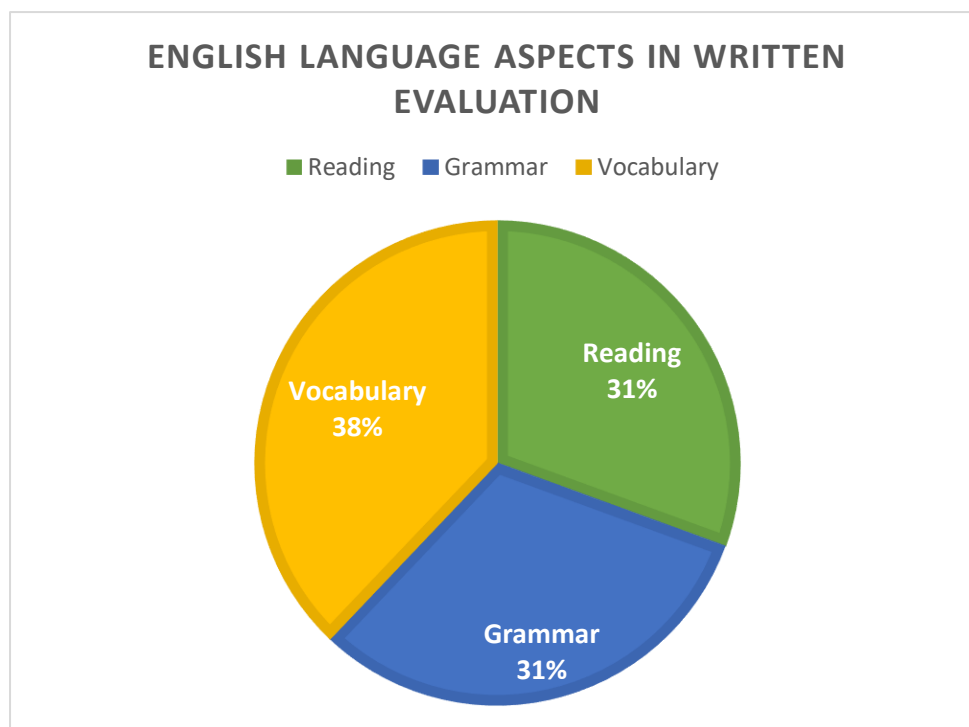


Figure 3. English language aspects

As detailed, the written test focused on three main English language characteristics: *vocabulary*, *reading*, and *grammar structures*. Results indicated that language students did well in the *vocabulary* section since they obtained a 38% as the highest proportion evaluated (Figure 3). Furthermore, it was perceived that the group displayed a little misunderstanding of the concepts and images with their correct names when answering the test. About the *grammar* structure, it was classified as the most difficult section to answer in the test (Figure 3). Students had many problems to understand exercises such as the completion of sentences or fill in the blanks exercises because of their lack English language contextualize vocabulary.

In *reading* section, students obtained a very close grade compared with the *grammar* structure (Figure 3). In most cases, students in this section opted to complete the activity by guessing the answers. Students did not ask many questions about the meaning of sentences for answering the items.

Review evaluation results were precise at what was considered as the investigation problem, students' general low English language comprehension. With all this, it is justified, although, in a small way, the difference of English language knowledge the students have compared to what NEPBE 2011 (as cited in SEP, 2011) describes. In this response, this study is pertinent to be applied in the EFL group to help young language students enhance their English language proficiency level.

4.2 Survey

The survey was implemented in the second week of October 2017 to a total of 35 students. Its analysis constructed a basis of data information to establish a relationship among the implementation of ludic learning tasks in students' preceding school year (2nd grade) and their real language knowledge at the beginning of third-grade. There was a total of ten items the study participants answered according to their previous language teacher course experience. Results of each item are exemplified in pie charts with three types of answers: 1 for *always*, 2 for *sometimes*, and 3 for *never*.

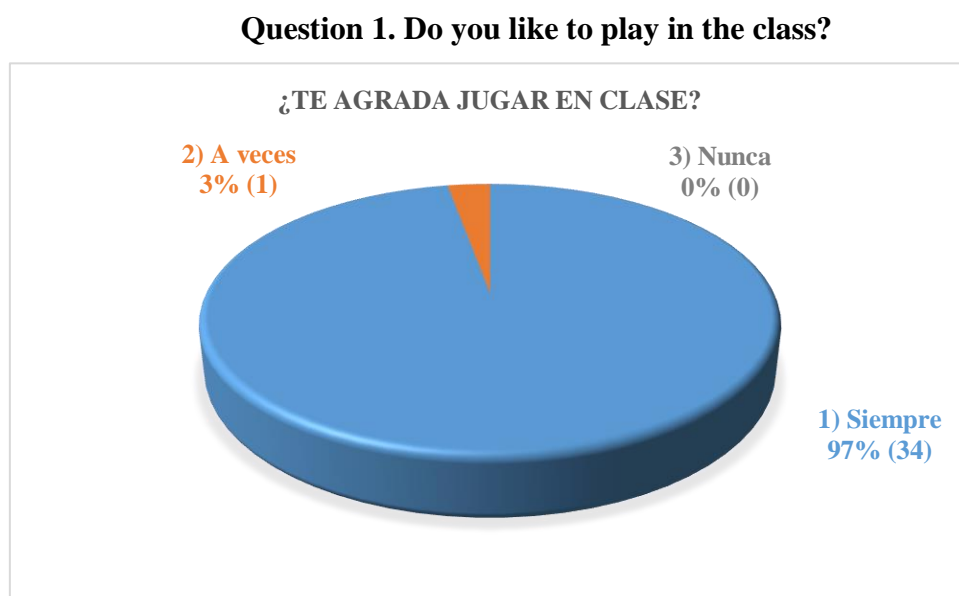


Figure 4. To play in class

The answers obtained in this first question have an outstanding 97% percentage in type 1 response (Figure 4). A comment in this respect is that the study group demonstrated great empathy for simple games developed in the classroom. A connection is established with the theory previously explained. The theory remarks that no matter the area studied, the young student seeks the way to complement the topic through a relaxed and fun atmosphere in the classroom (Arias & Castiblanco, 2015).

There is a great disparity of percentages in which only 3% (Figure 4) of students answered that they sometimes like to play in class. This low percentage might enclose the introvert students described by Bar (1999). Those students who, based on their personality, prefer less interaction in the class where they do not reflect much participation in front of the others.

Question 2. Do you learn by imitating older people?

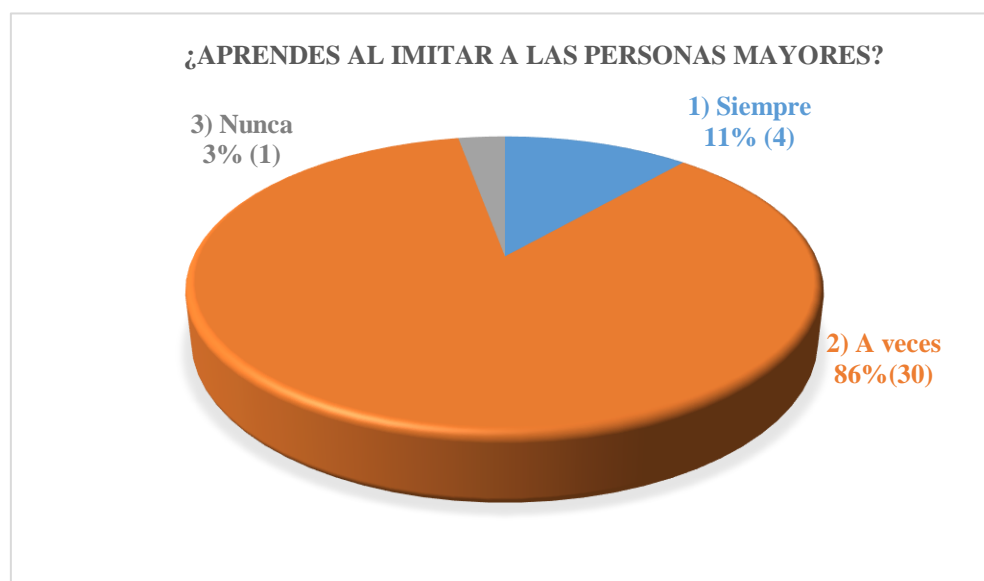


Figure 5. Imitation of people

The highest percentage of students (86%) answered that they sometimes learn through imitation (Figure 5). Comments on learning styles theory are explained in here. As detailed in

the previous chapter by Wright, A., Betteridge, D., and Bucky, M. (2006), the authors declared that the learning styles in the person cannot be categorized as exclusive of one, since the same person can adapt his style depending on his preferences. What it is perceived in regular English classes is that much of the group is very effective at repeating short statements and vocabulary perceptions with a precise pronunciation.

It is considered that because of the young age and easy handling of vocal cords in students' body, almost identical pronunciation is not complicated when they repeat and pronounce words they just heard. However, these words and short phrases are classified as non-meaningful language learning since students forget them easily.

Complementary to this factor is the 3% (Figure 5) of students who answered that they never learn through imitation. This is due to the lack of connection in the examples presented in class with real life. Due to this, students can identify a monotonous environment in which they repeat what is heard without even knowing what they are saying.

Question 3. Did your English teacher use games in her classes?

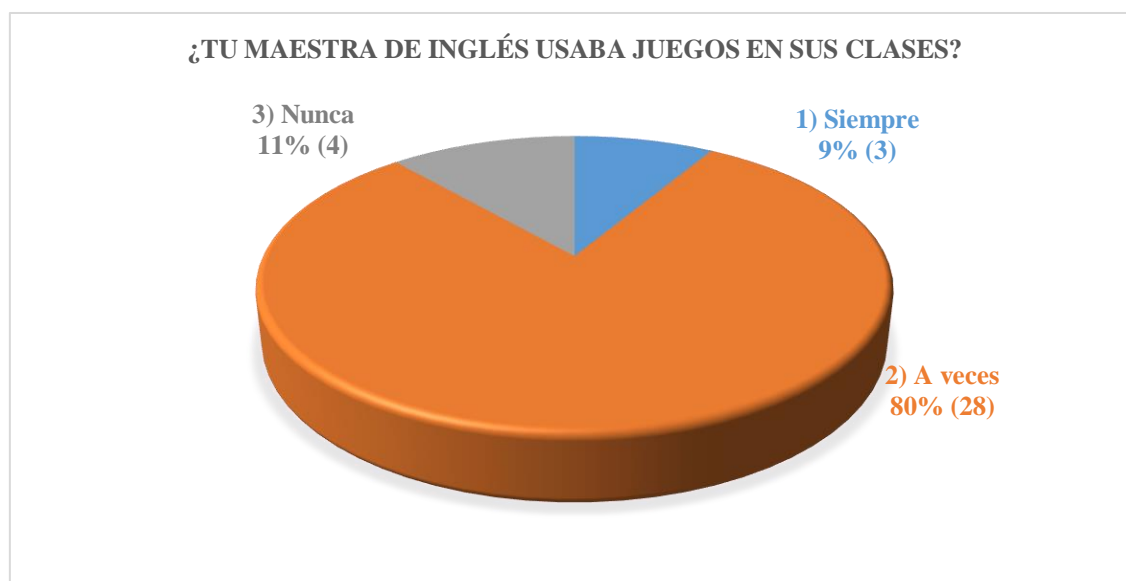


Figure 6. Games in classroom

In this question, a higher percentage of type 2 response was obtained with 80% (Figure 6) over types 1 and 2. Type 3 response obtained 11% and type 1 only 9% (Figure 6). After the survey was given, students commented that most of the time their previous language teacher almost never emphasized on integrating games in the language class. Likewise, students explained that the routine of their previous teacher was based on copying the vocabulary and content sentences of the unit in notebook.

On the other hand, some students mentioned that the teacher sometimes included dynamic activities based on movements to complement what was observed in class. In addition, students explained that what the teacher mostly included were videos related to the topics explained.

From the survey results, language students declared that their previous teacher did not introduce or develop neither competitive nor collaborative language games. Besides, due to the constant repetition of the songs and videos watched in previous school year classes, students possess a complete oral production of songs complementary to the language class.

Question 4. Do you like to play with your classmates?



Figure 7. Play with classmates

This question gave general language group information about the relationship of students in the classroom. Here, 91% of type 1 responses were obtained (Figure 7). Based on these results, it was observed that the game for the child is not a mere distraction or just an entertainment activity. By its application inside the language classroom, educators can provide a series of speculations about life itself (Arias & Castiblanco, 2015).

Because there were only 3% of type 2 and 0% of type 3 responses (Figure 7), it is understood that there would not be any great difficulty to develop group activities. However, it is important to be cautious in the selection of the interactive activities due to the answers obtained in the first question where 1% of type 3 responses were obtained (Figure 4).

Question 5. Did the vocabulary you learned in English classes relate to the objects you observe in your school, home, and other settings?

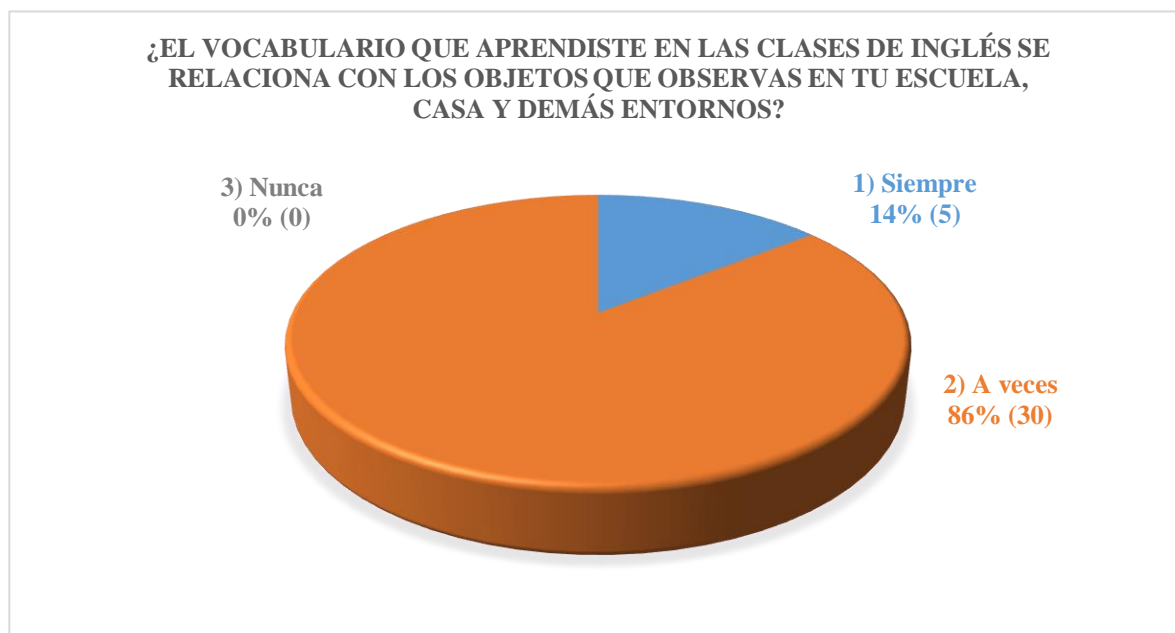


Figure 8. Language vocabulary language and life application

It was obtained an 86% of type 2 responses and 14% of type 1 (Figure 8). While answering the survey, the students mentioned that what they learn in class was not relevant for them since there was a little connection with a real-life application. Besides, students' comments clarified the idea that the private institution demands a completion of the language textbook in class. Because of this, previous language teacher had little time to practice meaningful activities with the language students. With this, students require, beyond knowing how the word is pronounced, a real utility of the content studied in their life to integrate it into their person for a better understanding.

Question 6. Do you learn English when you listen and repeat?

Figure 9. Listen and repeat

Observing that type 1 response obtained 83% (Figure 9), it provided information about how students perceived the way they learn the language. Students mainly considered learning through listening and repeating in class (auditory learning style). However, in the language group are students who sometimes cannot make a proper pronunciation as the others based on the lack of correct oral production of some letters and diphthongs in their natural person maturation process (e.g. /r/ sound). It is clarified that these types of students demonstrate a more visual and kinesthetic intelligence (Zarei & Mohseni, 2012).

Question 7. Did you understand the directions and explanations given by your English teacher?



Figure 10. Understanding of directions and explanations

There were observed a 77% of type 2 responses, 14% of type 1, and 9% of type 3 (Figure 10). Most of the students responded that they sometimes understand the directions given by the previous language teacher. Currently, the students demonstrate little understanding of the indications given to them in regular language course classes. It is evidently noticed in students a sense of uncertainty and ignorance of the actions the teacher expects from them to be done in class. Because of this, on most occasions, the language educator has to tell students more concise directions which require being at a level where they understand the actions to be executed.

Similarly, it is noticed that the students who have more language knowledge often help classmates with difficulties to understand what is said in class. It is observed that the students who answered in the 14% (Figure 10) were the people who, on many occasions, translate the English language explanations into the Spanish language for a better understanding of the students with language difficulties.

Question 8. Did you like that in English classes your teacher makes you cut, paste, draw?



Figure 11. Pleasure to cut, paste, and draw

It was obtained 91% responses of type 1 and 9% responses of type 2 (Figure 11). In regular language classes, students demonstrate a great response to improve their behavior and enthusiasm to work to alternative activities than the ones marked in their language book. There is a 9% of students that was perceived as the students who, even in third-grade, find troubles to perform and complete activities that require motor skills such as trace, paste, color, and locate things around them in a right way. However, in a general perspective, language students demonstrate a motivational aspect to complete the language learning task through the development of a pleasurable and motivating activity for them in class (Ballestín, 2014).

Question 9. Do you like to learn English by looking at pictures, singing, drawing, or watching videos?

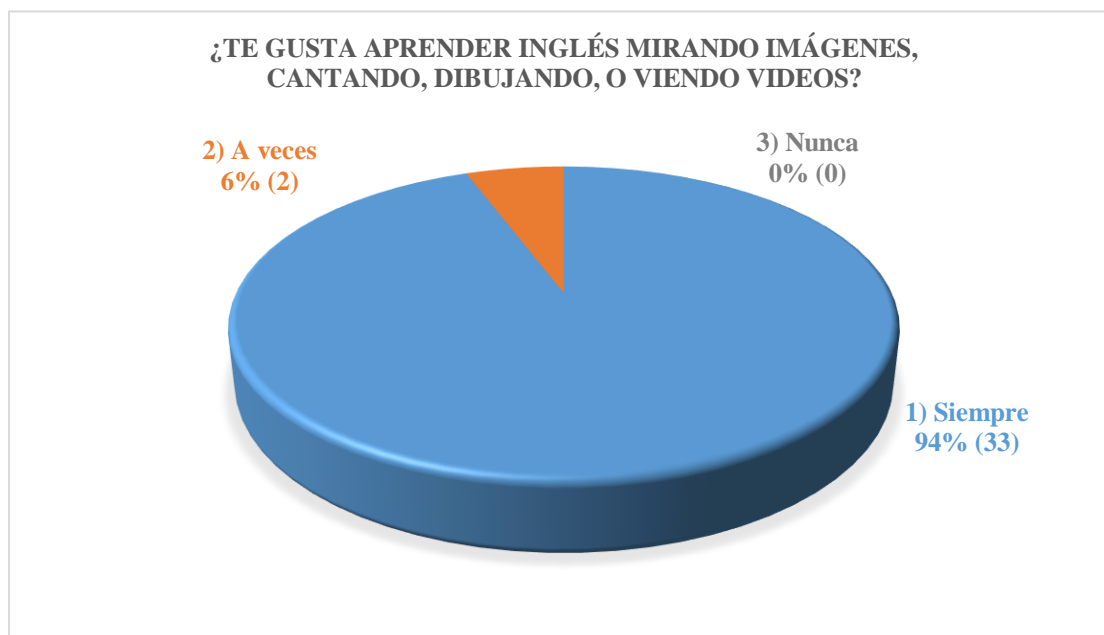


Figure 12. Learning by looking at pictures, singing, drawing, and watching videos

A 94% responses of type 1 and 6% of type 2 were accounted (Figure 12). Results revealed that there is a large positive percentage of students who enjoy learning through activities related to watching videos, singing songs, drawing, or looking reports which complement what is learned in class. The 94% of students are well reflected in daily language classes in which they constantly ask the teacher about videos in which they practice the content of the class.

The singing and chanting games (Gordon & Bedson, 1999) are clearly observed as one of the preferred manners of learning the foreign language by students. Students express acceptance for watching cartoons, images, and drawing images related to the topics studied. Most of the time the students memorize the songs the language educator presents to them on the computer with great facility. In addition to this, movements and routines observed in the videos are widely accepted by the language group. In contrast, it is believed that the other 6% (Figure

12) of students are the persons who are shy to dance, sing, and participate in physical activities in class. It is observed that these students sometimes have great difficulty participating with the rest of the group.

Question 10. Do you like to learn English by listening to words, rhymes, or stories?

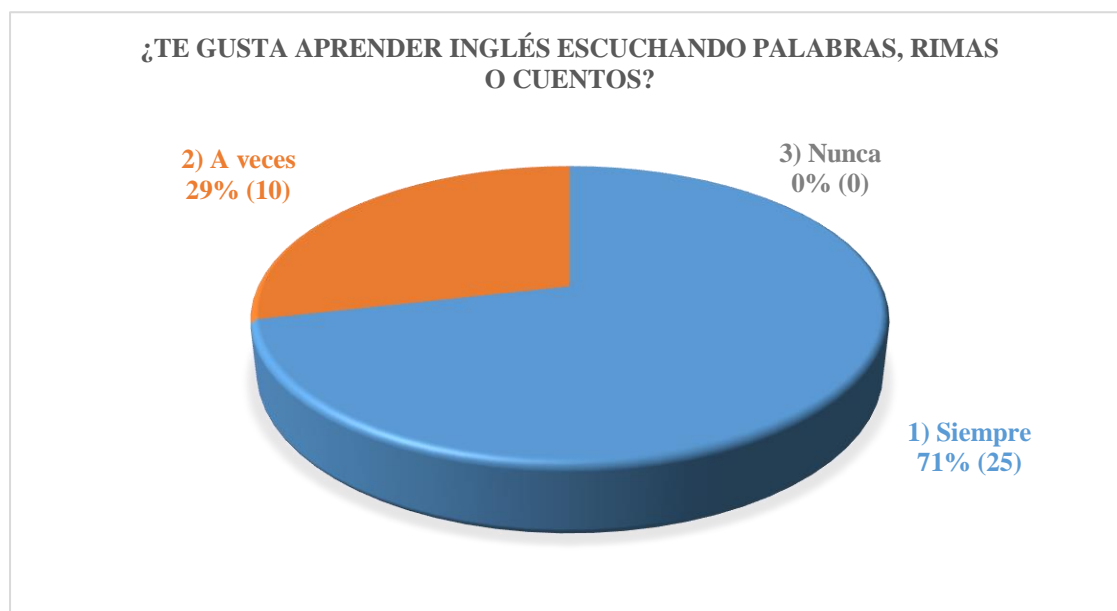


Figure 13. Learning by listening words, rhymes, and stories

As mentioned, the students present the auditory learning style (Wright, Betteridge & Buckby, 2006) as a remarkable way of learning (71%). Findings of type 2 (Figure 13) responses are interpreted as those students who are afraid, shy, and reserved to participate using the English language classified as introvert students (Bar, 1999). In addition, the group frequently acquire language vocabulary and oral production by listening songs, videos, and words guided by the teacher.

4.3 Oral Language Rubric

The oral language rubric was applied in the third week of October during a regular English language class in the institution. It contemplated the 35 language students. The students were labeled into different categories according to their participation and results obtained in the oral language rubric.

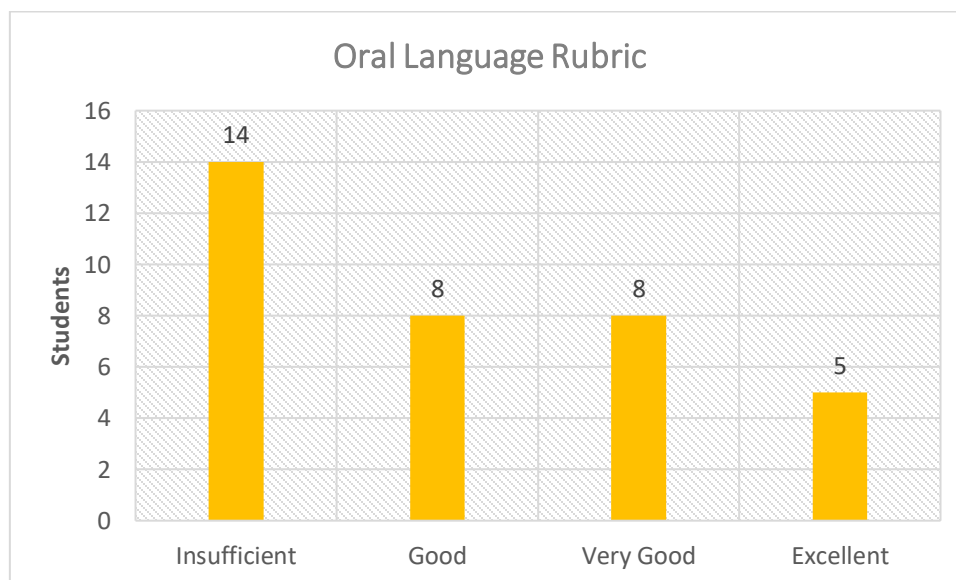


Figure 14. Oral language rubric results

The application of this data gathering technique showed relevant information to comprehend the actual oral English language production in young language students. Based on the results, the group is categorized as a heterogeneous group because of the great variation the graph displays. Over the four scores established in the rubric, the *Insufficient* category stands out among the rest with a total of 14 students (Figure 14). A total of 16 were labeled in equal parts in the *Good* and *Very Good* categories (Figure 14). The category of *Excellent* encompasses only 5 students who stand out for their opportune comments done in the foreign language (Figure 14).

Considering the regular course classes, it was observed the deficiency language production students present since there is not a reciprocal environment of questions and answers from them to the teacher and vice versa. Daily participation is clearly represented by almost same students who possess greater knowledge and capacity of connecting ideas in the target language. Based on this, the investigation pretended to establish and develop the setting described by Wells (1999) and Fernández (2014) where there is as a predisposition of questioning, trying to understand situations collaborating with others with the objective of finding answers.

As detailed, the oral production rubric focused on three main aspects of English language: *Fluency*, *Content and Vocabulary*, and *Pronunciation*. Following graphs exemplify the average results obtained in the rubric analysis.

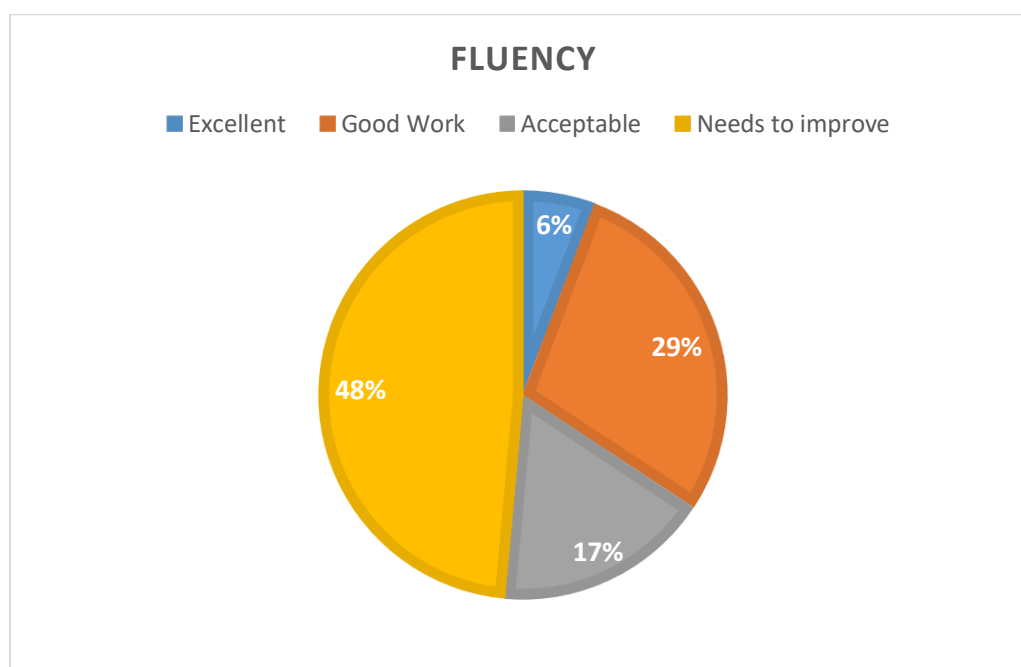


Figure 15. Fluency results

There is a majority of students who required improving the fluency language criteria (48%). Conversely, there is a percentage of only 6% of students who expressed themselves in a

competent and appropriate manner when communicating oral language ideas. Based on the results and direct experience with the group, it is perceived in students some difficulties in the moment of expressing themselves correctly in the target language. This because language students do little real connection with the meaning of the vocabulary studied.

In addition, students mostly made mistakes that affect the clarity of the language message orally produced. In most cases, students preferred to explain their ideas in Spanish language giving little opportunity to practice the English language.

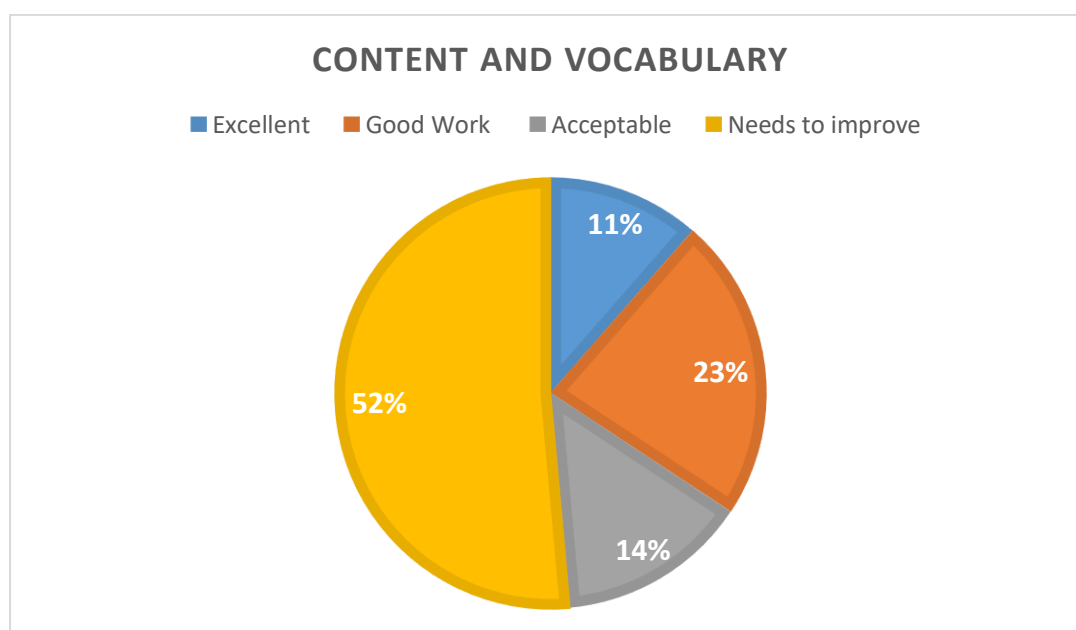


Figure 16. Content and Vocabulary results

Likewise, the *Fluency* language aspect, in the *Content and Vocabulary* criteria there is a high percentage of students labeled in the *Needs to improve* category (Figure 16). According to represented results, in the classroom, there are most students who could not apply the vocabulary seen in class through an effective oral language use. In addition, there are also students who, although present difficulties at the moment of connecting personal ideas and beliefs with the topics explained in class, they made effort to put into practice what is seen in class (*Acceptable*,

Good Work) (Figure 16). The characteristic in common in these last categories is the use of vocabulary practice in class, although with grammatical and pronunciation errors, in an understandable manner.



Figure 17. Pronunciation results

Finally, the *Pronunciation* language aspect graphic demonstrated that the study group obtained a high percentage of 54% in the *Needs to improve* aspect (Figure 17). *Good Work* aspect obtained just a 3%, the *Acceptable* aspect a 29%, and *Excellent* criteria a 14% (Figure 17). Students categorized in the *Needs to improve* category might be the ones who cannot express clear English oral ideas. Besides, the language students are characterized to make pronunciation mistakes that affect the clarity of the message.

In this respect, there are a few students who learn in a very easy way what they study in class, and in turn, put it into practice through comprehensible oral ideas. It is noteworthy to mention the feeling of stress and discouragement in students when they feel unable to create

simple sentences in the English language. Generally, the language educator had to assist the students in the Spanish language when there was not another option to understand their ideas.

With these oral language rubric results, a reflection is created about the meaning Fernández (2014) remarked in his dialogical approach article. Fernández (2014) gives importance to the aspect of perceiving the students and try to help them be an active part of the program of study. In this respect, the main objective of the dialogical action is to reveal the truth by means of the interaction with other people to encourage understanding in each student.

Based on this, the introduction of ludic learning concept in isolation cannot be a successful manner in search of meaningful language understanding and production in EFL students. It is important to combine the ludic concept with the dialogue aspect in order to give significance to the questions, opinions, and beliefs students may contribute to the topic they are analyzing. However, these ideas might be most of the time produced in learners' first language as consequence of an absence of vocabulary and language patterns of the English language. Furthermore, the oral language rubric validates the problem detected at the beginning of this investigation. Students are in a category far below from which they should be in accordance with the standards suggested having in the third grade of elementary schooling in English language (NEPBE 2011, as cited in SEP, 2011).

4.4 Results Obtained from the Techniques Application

At first, the remarkable aspect the techniques replicate is the low capacity of students to perform in Basic English language (oral and written expression). The analysis of the written evaluation declared the low language percentage the group has at the beginning of the school year. In this respect, the third-grade students did not enter in the classification of level A1 Breakthrough marked by the NEPBE 2011 (as cited in SEP, 2011) syllabus. Although the

greatest percentage obtained in this technique was in *vocabulary*, students could not remember concepts studied in regular classes.

In respect of the survey applied in the group, results demonstrated that most of the students were interested in learning the foreign language in a more dynamic and less rigorous manner. This gave a perception of the most suitable activities for their implementation in the foreign language course planning to enhance language students' learning. By means of the oral language rubric, most of the students had deficiencies when starting or establishing an oral communication in the English language. The group showed lack of Basic English language knowledge which makes it difficult for them to transmit ideas and create sentences in the foreign language.

In the aspect of increasing language vocabulary, it is relevant the theory mentioned by Ortega (2012), Molina (2015), and Arias and Castiblanco (2015) as a requirement for active and direct participation of students which remain enthusiasm and motivation to learn. Direct interaction and observation with the group, demonstrated that students had just learned the English language through a traditional way which is characterized by the repetition of what is heard. Moreover, considering well-designed and well-executed communicative activities in planning will help the language student to gain the necessary confidence to participate in the foreign language class.

Language students display a great ability to pronounce the words taught in class in a very identical way. However, there are students who unconsciously repeat what was heard without making a meaningful connection with real life. Overall, techniques interpretation results demonstrated a considerable positive impact of language games on students. Contemplating the

language games Gordon and Bedson (1999) mentioned in their compilation book and specifying the type of language game (collaborative or cooperative) might increase the participation of general students in the language classroom.

Giving real importance to the speaking aspect and language learning game as Fernández (2014) and Arias and Castiblanco (2015) respectively describe, students might observe the language classroom as a place with a pleasant atmosphere where speaking and exchanging ideas are enhanced in both ways: understanding (input=listening) and generating responses (output=speaking). Through the development of this active methodology intervention in the language classroom, both language teachers and students develop a common sense of language learning in a significant manner.

CHAPTER 5. DIDACTIC PROPOSAL

A didactic sequence planning to increase English language vocabulary and grammar structure understanding in elementary EFL third-grade students to communicate in the target language.

In the sense of increasing language vocabulary and oral production of English language in elementary third-grade students, present didactic sequence proposal is created on the action-research design since it is conceived as a permanent application for innovation. In this respect, two learning approaches are considered in its development, the Communicative Approach described by Richards (2006) and notions and principles of the Dialogical Approach explained and analyzed by Callander (2013), Fernández (2014), and Wells (1999).

The Communicative Approach is a language teaching method which gives importance to the interaction as a means and as a final goal in the learning of a language (Richards, 2006). The classroom activities guided under this approach are characterized by trying to produce a meaningful and real communication of the language. Likewise, learning through the Dialogical approach takes place primarily through dialogue among individuals (Fernández, 2014 and Wells, 1999). Dialogic teaching takes advantage of the power of conversation to stimulate and extend students' thinking to advance their learning. Both are similar teaching methods that prioritize the sense of interaction between students for a meaningful learning process.

In the same way, the theoretical and practical bases about the integration of ludic learning activities in classroom described by different authors (Arias & Castiblanco, 2015; Castañeda, 2010; Gordon & Bedson 1999; Molina, 2015; Ortega, 2012; and Rinvolutri & Davis, 1995), are considered for the realization of the present proposal. According to these authors, the

implementation of ludic learning activities consolidates a real language meaning in students since knowledge is generated in a pleasant environment to work spontaneously and naturally with the language.

Considering all this, the current proposal is created and implemented through four lesson plans which emphasized the theory of the Communicative and Dialogical approaches and certain ludic learning tasks to modify the results obtained in the needs analysis section. These results reflected, primarily, a low overall academic performance of the English language in students. In consideration of increasing the foreign language vocabulary and oral expression of the grammar structure practice in the classroom, the organization and development of the planning are based on a functional framework of the language itself (Richards, 2009). This planning gives importance to the oral speech production of the students in the foreign language.

Furthermore, the selection of the didactic sequence as a possible solution to the low academic performance of elementary EFL students is due to the structural manner in which it is developed. Tobón (2010) describes the didactic sequence as articulated sets of learning and assessment activities which seek the achievement of certain educational goals. According to Díaz (2013), a didactic sequence aims to teach a set of content, a complete lesson or a part of it. Based on the time for implementation and analysis of results, this didactic sequence is developed for just a unit of the language program the institution uses in its fixed curricula.

Therewith, this didactic sequence proposal seeks for an increase of EFL students' language vocabulary and a functional oral application of the English language itself. Once the four lesson plans are applied to the study group, a similar oral language rubric from the data analysis section is applied to observe possible variations in students (Appendix 8). This oral language rubric considers *fluency*, *content and vocabulary*, and *grammar* criteria to observe in

students the oral understanding and application of the language vocabulary and grammar structure analyzed in class.

5.1 General Objective

To design a didactic teaching sequence through the Communicative and Dialogical approaches and specific ludic learning tasks to promote language vocabulary understanding and oral use of English language in an elementary EFL third-grade group of a specific private educational institution in Monterrey.

5.1.1 Specific Objectives

- To classify the presence of ludic tasks in planning to increase understanding of specific English language vocabulary in students.
- To develop a didactic sequence based on the Communicative and Dialogical approaches for a third-grade group to analyze oral use of the grammar structure studied in class.

5.2 Content of the Didactic Proposal

The unit is about *musical vocabulary* and the grammar aspect is *comparative adjectives*. The four lesson plans are applied on the second half of the 2017-2018 school year. Through the development and implementation of this didactic sequence language students are estimated to achieve the necessary music vocabulary and grammar structure to be able to express oral ideas and beliefs of the unit.

| LANGUAGE DIDACTIC UNIT: | | |
|---|---|---|
| LESSON 11: HOW DO PEOPLE MAKE MUSIC? | | |
| Year: Elementary 3 rd grade | Nº of students: 35 | Sessions: 4/ 50' |
| BASIC COMPETENCIES DEALT WITH IN THIS UNIT | | |
| General Objective | -To identify in the oral and written form the vocabulary of musical instruments. -To apply in the oral form the grammar structure of the unit (comparative adjectives form). | |
| Specific Objectives | -To understand words about musical instruments. -To understand the meaning and form of <i>comparative adjectives</i> form. -To use the English language in a real and functional communicative situational context. | |
| CONTENTS OF THE DIDACTIC UNIT | | |
| VOCABULARY | LANGUAGE STRUCTURE AND FUNCTION | SPEAKING |
| -Reviewing vocabulary of nouns, adjectives and their function in sentence. Reading Text words: -Cello, clarinet, didgeridoo, djembe, erhu, flute, orchestra, panpipes, snare drum, timpani, trombone, tuba, violin, zummara. | Comparative Adjectives Simple present statements, questions. E.g. -This timpani is bigger than this violin. | Comparative questions -Is the bassoon higher or lower than a trumpet? -It's higher. |
| REFLECTING ON STUDENTS' LEARNING (Prior knowledge) | | |
| Inferring meaning from contexts, memorization and use of the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, and spontaneous oral and written reproduction of terms with a communicative intention. | | |

| |
|--|
| INTERDISCIPLINARY CONTENTS |
| Social Studies: Culture, Music, and Art. |
| METHODOLOGY AND MATERIALS |
| The methodology is basically communicative and participative. Encouraging students actively to participate for their own learning by fostering their-self-esteem and their daily work and effort. The materials for this unit are distinct illustrations of things and musical instruments, sheets of cardboard paper, small ball, flashcards, three distinct worksheet activities, Oxford Discover 3 language book, and oral language rubric. |
| STUDENTS EVALUATION (Based on the Needs Analysis section) |
| Writing: Limited grasp of lexical, grammatical, and relational patterns. They are able to write very basic sentences with difficulty (lack of general language vocabulary). Oral: Novice students. Students characterized by the ability to communicate minimally with learned material. The oral production consists of isolated words and learned phrases. |

Table 5. Language didactic unit

5.2.1 Lesson Plan One

It is important that in order to orally produce sentences in the target language, language students first understand and clarify the parts of a sentence to communicate significant ideas. In this respect, the first lesson contemplates revision of the concept of *adjectives*. By reviewing the adjectives, students use them in simple sentences while participating. Besides, having knowledge of the different EFL students' abilities with the language (introvert and extrovert), the concept of *competitive games* described by Rinvulcri and Davis (1995) and Gordon and Bedson (1999) is applied for its analysis.

| LESSON PLAN 1 | | | |
|-----------------------|--|--------------|---------------------------------|
| Teacher's name | Maximiliano López | Topic | Adjectives |
| Skill | Grammar | Grade | Beginners/3 rd grade |
| N° of students | 35 | Time | 50 mins. |
| Lesson aims | By the end of the lesson students will be able to: <ul style="list-style-type: none"> • Identify adjectives and their role in sentence. • Learn some descriptive adjectives that describe persons, animals, and things (E.g.: short, tall, big, heavy, beautiful, loud, small, etc.). • Form oral sentences using descriptive adjectives. • Describe objects using adjectives. | | |

| Stage | Teacher's activity | Students' activity | Materials | Time |
|---|--|--|---|---------|
| Prayer | Begins the <i>Angelus</i> and <i>Lord's prayer</i> . | Say the <i>Angelus</i> and the <i>Lord's prayers</i> . | | 3 mins |
| Opening activities (Warm up) | -Projects students a short video of adjectives and opposites https://www.youtube.com/watch?v=JdGbLpWIOpY | -Watch a video of descriptive adjectives and opposites. | Computer | 5 mins |
| (Presentation) | -Shows students images of interesting objects (Ppt, Appendix 4). -Encourages students to describe the pictures with different words (adjectives). -Writes the adjective words on the board. -Tells students that they will review about specific words to describe things. -Elicits the definition of adjectives and that adjectives are words that describe people, places or things (Writes a list of adjectives on the whiteboard). | -Give distinct words to describe the pictures. | Illustrations (Ppt), internet access, screen, and whiteboard. | 12 mins |
| Development activities (Practice) | - <i>Adjective elimination (competitive activity)</i> . Chooses two students. Shows students a picture and encourages them to write on the whiteboard as many adjectives as possible. Compares students' list. | -Two students come to the front and writes a list of adjectives for the picture. | Computer, illustrations (Ppt), internet access, screen, | 5 mins |

| | | | | |
|---|--|--|-----------------------------------|------------------|
| | -Projects different illustrations on the screen. Tells students to work with a partner and described the illustrations observe. | -Describe in pairs the illustrations on the screen. | whiteboard, pictures, and markers | 4 mins |
| | -Shows a computer game about vocabulary adjectives. Chooses distinct students to complete the sentence https://www.eslgamesplus.com/adjective-s-antonyms-esl-vocabulary-grammar-interactive-pirate-waters-board-game/ | -Read and complete the sentences projected in the screen. | | 4 mins |
| | -Asks students to describe objects in the classroom. | | | |
| | -Chooses a student to pass to the front and described an object in the classroom without saying what it is (E.g. The object I see is black..). | -Describe objects in the classroom (First individually and then in pairs). -Guess the object described. | | 2 mins 5 mins |
| Closing activities (Production) | -Asks students to describe personal objects (Gives examples. Assists students when requested). | -In pairs, talk about personal objects and their description (X-box, toys, clothes, etc). | | 3 mins |
| | -Selects five students to share their sentences to the class. | -Share sentences to the class. | | 5 mins |
| | -Reviews the purpose of adjectives. | | | 2 mins |

Table 6. Lesson plan 1

5.2.2 Lesson Plan Two

It considers a competitive activity to analyze language understanding in students. Besides, the collaborative concept (Contreras & Chapetón, 2017 and Gordon & Bedson, 1999) is applied through a speaking activity in which small groups of students assist themselves to complete the game properly. It is important to mention that the small groups of students are previously arranged based on students' general English language skills and abilities. Additionally, the age of the students permits the lesson plan to integrate games since students occasionally feel excited to play them at any time. Finally, the integration of the handmade craft

was pertinent to include since most students in the language group enjoy expressing personal ideas and emotions through drawings.

| LESSON PLAN 2 | | | |
|----------------------------|---|--------------|---------------------------------|
| Teacher's name | Maximiliano López | Topic | Musical Instruments |
| Skill | Vocabulary | Grade | Beginners/3 rd grade |
| N° of students | 35 | Time | 50 mins. |
| Lesson aims | By the end of the lesson students will be able to: <ul style="list-style-type: none"> • Learn vocabulary related to musical instruments. • Identify instruments of an orchestra. • Form oral sentences to describe specific musical instruments and vocabulary of the unit using descriptive adjectives. | | |
| Vocabulary Revision | Revise the background vocabulary knowledge of musical instruments (guitar, drums, bass, etc.) by asking questions. If students cannot answer them, the teacher will assist them. | | |

| Stage | Teacher's activity | Students' activity | Materials | Time |
|--|---|---|--|-------------------------|
| Prayer | Begins the <i>Angelus</i> and <i>Lord's prayer</i> . | Say the <i>Angelus</i> and the <i>Lord's prayers</i> . | | 3 mins |
| Opening activities (Warm up) | -Projects a video to introduce the unit on the screen (<i>How do people make music?</i>). -Asks gist questions (What did you see in the video? What was the video about? Can you name your favorite musical instrument?). | -Watch a video of musical instruments. -Answer the questions. | Computer, <i>Oxford Discover 3</i> interactive language program (itools), internet access, and screen. | 3'40 mins 3 mins |
| (Presentation) | -Revises the names of the musical instruments and vocabulary presented in the unit (Student book p.108). Asks students to describe the instruments using adjectives. -Plays audio track 2-16 to check words pronunciation (Pronunciation of words and understanding of their musical sound). | -Describe the musical instruments using adjectives. -Listen and say the words of audio track 2-16. | Computer, internet access, <i>Oxford Discover 3</i> interactive language program (itools), | 5 mins 5 mins |

| | | | | |
|---|--|--|--|---|
| | <p>-Shows an orchestra illustration on the screen (Ppt, Appendix 4). Asks questions related to the instruments observed (What can you observe? Can you name a big/heavy /light/small/interesting... musical instrument?).</p> | <p>-Name and describe musical instruments in the illustration.</p> | <p>Orchestra illustration (Ppt), and screen.</p> | <p>3 mins</p> |
| <p>Development activities (Practice)</p> | <p>-Projects an online activity related to musical instruments (<i>computer language program (itools)</i>-collaborative activity).</p> <p>-Presents a computer vocabulary game related to musical instruments https://www.eslgamesplus.com/adjectives-antonyms-esl-vocabulary-grammar-interactive-pirate-waters-board-game/ -Tells students to complete activity B in their student book page 108.</p> | <p>-In small groups, describe the objects presented in the activity by practicing the vocabulary.</p> <p>-Answer the computer game (collaborative/competitive activity).</p> <p>-Complete student book activity B p. 108. They will compare their answer to the class.</p> | <p>Computer, <i>Oxford Discover 3</i> interactive language program (itools), <i>Oxford Discover 3</i> student book, screen, and internet access.</p> | <p>4 mins</p> <p>5 mins</p> <p>7 mins</p> |
| <p>Closing activities (Production)</p> | <p>-Gives to students a sheet of cardboard. Tells students to draw their favorite musical instrument (Assists students when required). Tells students to do it as homework if they do not finish it.</p> <p>-Tells students to share and describe orally their craft to four distinct classmates (Assists students when required).</p> | <p>-Draw an instrument (It can be from the vocabulary of the unit). Share their illustration and say ideas about it.</p> <p>-Talk about their crafts to different classmates.</p> | <p>Sheets of cardboard paper, and musical instruments illustrations.</p> | <p>7 mins</p> <p>5 mins</p> |

Table 7. Lesson plan 2

5.2.3 Lesson Plan Three

This lesson plan includes a role-play activity. This type of activity is well-observed in the language classroom since language students like to take direct part of the lesson explanation for the group. In this activity students are required to pay attention to the adjectives heard to act and perform the comparative form of them. It is also observed as a competitive activity because implicates demonstration of a correct performance of students to tell the comparative adjective form. Besides, during the moment of sharing information to classmates, the dialogic teaching notion is considered. In this activity, the oral production of students and dialogue practice among them start to appear.

| LESSON PLAN 3 | | | |
|--------------------------|--|--------------|---------------------------------|
| Teacher's name | Maximiliano López | Topic | Comparative Adjectives |
| Skill | Grammar | Grade | Beginners/3 rd grade |
| N° of students | 35 | Time | 50 mins. |
| Lesson aims | By the end of the lesson students will be able to: <ul style="list-style-type: none"> • Compare objects using comparative adjectives (This is smaller than/ This is more beautiful than). • Describe the world around them and make comparisons. | | |
| Target vocabulary | Tall/taller, short/shorter, long/longer, fast/faster, slow/slower, heavy/heavier, big/bigger, small/smaller, new/newer, beautiful/more beautiful, colorful/more colorful. | | |

| Stage | Teacher's activity | Students' activity | Materials | Time |
|--|--|--|---|--------|
| Prayer | Begins the <i>Angelus</i> and <i>Lord's prayer</i> . | Say the <i>Angelus</i> and the <i>Lord's prayers</i> . | | 3 mins |
| Opening activities (Warm up) | -Activates prior knowledge about adjectives and musical instruments vocabulary words of the unit (Can you remember vocabulary words from the unit?). | -Name vocabulary words using adjectives practiced. -Sit when they give a correct example. | Small ball, and random classroom objects. | 7 mins |

| | | | | |
|-------------------------------|---|--|--|--|
| | <p>-Asks students to stand up. Throws a ball to different students. Asks students to give one vocabulary word of the unit and describe it using distinct adjectives.</p> <p>-Picks up different objects of the classroom and asks students to describe them.</p> | | | |
| (Presentation) | <p>-Pastes illustrations of vocabulary instruments on the whiteboard (Flashcards, Ppt, Appendix 4)). Asks students to list adjectives for each illustration. T writes below them the comparative adjectives structure (adj + er / more + adj + than..) <i>Bassoon long/longer + than..., Cello big/bigger + than...</i></p> <p>-Asks two students to come to the front to exemplify the difference between <i>tall</i> and <i>taller</i> (E.g. Luis is tall. Sofia is tall, too. Who do you think is taller?).</p> <p>-Tells students different adjectives to work and change them into their respective comparative form (E.g. Teacher says <i>tall</i> and students reply <i>taller</i>, etc.).</p> <p>-Selects five students to come to the front. Explains students to make the comparative form for each adjective he tells them (E.g. "Tall" and the five students tried to be "taller" than the rest, etc.). T repeats this action 4 times (Competitive activity).</p> | <p>-Give examples of adjectives for the illustrations.</p> <p>-Answer the question of the teacher.</p> <p>-Say the comparative form of the adjective.</p> <p>-Participate in the activity.</p> | <p>Musical instruments flashcards (ppt), and whiteboard.</p> | <p>5 mins</p> <p>3 mins</p> <p>1 min</p> <p>4 mins</p> |
| Development activities | -Gives students <i>Adjective words</i> worksheet (Appendix 5). Asks students | -Draw images for each adjective in the worksheet. | | 6 mins |

| | | | | |
|---|--|---|--|------------------|
| (Practice) | to draw pictures above the words. (E.g. Draw a man above the word “tall”). | | | |
| | -Makes teams to describe students their worksheet pictures together. | -Describe their pictures to a classmate (Collaborative activity) <i>What’s this? A fast car. What’s this? A tall man, etc.</i> | Worksheet 1 (Appendix 5), and Worksheet 2 (Appendix 6). | 4 mins |
| | -Gives students a worksheet about comparative adjectives (Appendix 6). -Places students in pairs. Student A says a sentence with an adjective from the worksheet (Appendix 5). Student B replies the same sentence using the comparative form (Collaborative activity). (E.g. Student A: An old book Student B: An older book). | -Complete the worksheet and share answers to the class. -Work in teams and share their comparative ideas about things. Change the adjective into the comparative form (Individual work). (E.g. Teacher says <i>tall</i> . Student replies <i>taller</i> , etc.). | | 3 mins 8 mins |
| Closing activities (Production) | -Picks up items and things of the classroom. -Asks students to give the comparative form of the adjective heard (The pencil is <i>long</i> . Student reply <i>The pencil is longer</i>). | -Listen carefully to the adjective heard. | Computer, musical instruments illustrations, and screen. | 3 mins |
| | -Projects different musical instruments on the screen. Asks students to make a musical instrument with recycling things from their house. | -Analyze and choose an instrument to create at home. Clarify doubts and questions with the teacher. | | 3 mins |

Table 8. Lesson plan 3

5.2.4 Lesson Plan Four

This last lesson plan integrates a pair work activity to engage learners when playing with a card game to link nouns together by making comparative sentences with “than”. In this respect, this last lesson plan omits the section of *presentation* and gives priority to the *practice* section.

Finally, the evaluation and assessment of students are done through the oral language rubric above described (Appendix 8).

| LESSON PLAN 4 | | | |
|-----------------------|---|--------------|---------------------------------|
| Teacher's name | Maximiliano López | Topic | Comparative Adjectives |
| Skill | Grammar | Grade | Beginners/3 rd grade |
| N° of students | 35 | Time | 50 mins. |
| Lesson aims | By the end of the lesson students will be able to: <ul style="list-style-type: none"> • Link nouns together by making oral comparative sentences with “than”. • Describe vocabulary unit using comparative adjectives. • Produce an oral basic dialogue describing objects using comparative adjectives. | | |

| Stage | Teacher's activity | Students' activity | Materials | Time |
|---|---|---|---|--------|
| Prayer | Begins the <i>Angelus</i> and <i>Lord's prayer</i> . | Say the <i>Angelus</i> and the <i>Lord's prayers</i> . | | 3 mins |
| Opening activities (Warm up) | -Projects the adjective video of lesson plan 1 https://www.youtube.com/watch?v=4gobjCDvbB4 | - Pay attention to the video projected. | Computer, internet access, screen, and vocabulary flashcards (Ppt). | 3 mins |
| | -Activates students' prior knowledge by reviewing vocabulary of the unit through the Ppt. | -Name the musical instruments' vocabulary studied in previous classes. Give distinct adjectives for the vocabulary. | | 4 mins |
| Development activities (Practice) | -Divides the class into small groups (8 teams of 4 persons and 1 team of 3 people). Gives each group a set of cards (musical instruments and random objects, Appendix 7). Tells students to arrange the classroom (chairs and backpacks). | -Listen carefully to the instructions of the activity. | Set of cards (Appendix 7) and oral language rubric (Appendix 8) | 4 mins |

| | | | | |
|---|---|---|--|---------|
| | <p>-Tells students to place them face down. Explains that one by one is going to select two cards and create a sentence using comparative structure (E.g. A car is faster than a bus. A cello is louder than a trombone, etc.).</p> <p>-Evaluates oral production of Ss.</p> | <p>- Shuffle the set of cards. Take turns to put down a noun card and make a comparative sentence with “than”, linking the two nouns together.</p> <p>-Continue playing using different adjectives.</p> | | 18 mins |
| Closing activities (Production) | <p>-Tells students that the person who created the eight sentences is going to share a few of those sentences to the class.</p> <p>-Selects different handmade instrument from the classroom. Asks specific students (The ones who have not been analyzed through the oral rubric) to pass to the front. Makes 4 teams of 2 students and 1 of 3 students.</p> | <p>-The student who makes eight correct sentences pass to the front and say his/her sentences to the class.</p> <p>-Describe the handmade musical instruments.</p> | <p>Whiteboard, set of noun cards (Worksheet7), markers, and oral language rubric (Appendix 8).</p> | 6 mins |
| | <p>-Asks the teams to describe two objects using the grammar structure (E.g. The timpani is bigger than the guitar).</p> | | | 10 mins |
| | <p>-Engages the group in a discussion about the written sentences (Do you think is it correct? Do you think you can improve the sentences?). T records final general observations.</p> | | | 2 mins |

Table 9. Lesson plan 4

CHAPTER 6. ANALYSIS AND INTERPRETATION OF THE DIDACTIC PROPOSAL APPLICATION

To complete the reflection phase of the action research model proposed by Kemmis and McTaggart (as cited in Latorre, 2003), comments based on direct observation in the execution of the lesson plans and oral language rubric are analyzed and explained in detail.

6.1 Lesson Plans Reflection

Lesson plan one. General activities worked well for most students. The activities generated enthusiasm and will to perform in the learners. In the first activity, most students understood the concept of adjectives words since they could easily read, pronounce, and relate the adjectives in the video. In many occasions, the video was stopped before the opposite adjectives appeared. Students demonstrated understanding in the moment of saying the opposite adjective without difficulty.

However, in the second activity general classroom demonstrated trouble to recall examples of adjectives from the video to describe the objects in the presentation. Most of the group used the same adjectives many times to describe the illustrations. In this respect, students required the assistance of certain clues and ideas about different adjectives for the images.

Something similar occurred in the second activity. Students did not describe the things in the presentation using proper adjectives. Language students asked for help to say their ideas in the English language. It is believed that this happened as consequence of students' little use of English language. Students had difficulty to remember adjectives they already know. Having refreshed the memory of students, they could share different and distinct examples of adjectives during the review explanation.

The *adjective elimination* activity demonstrated the importance of competition among students. Because of students' young age, they were eager to perform the activity which required physical movement and a sense of triumph among others. After the explanation of the rules for the game, general class wanted to participate in the game. The game was modeled only three times in consideration of the time required for its execution. In general, the three teams that participated had problems to deal with the written form of the language. Although all the students had spelling mistakes, they proved to have a precise idea of what they were trying to say (e.g. /smol/=small, /tol/=tall).

In the computer game activity, the whole class wanted to take part in completing the sentences projected on the screen. As a demonstration, a student was selected to read the incomplete sentence and another student was chosen to complete the sentence with the correct answer. This activity was also modified since the interest observed in the group. I made teams of two persons and asked them to work together in order to complete the sentences projected on the screen. Even though the game used different adjectives as the ones observed in the warm-up video, students had little difficulty to complete the activity and most of the teams work well.

Likewise, most students desired to participate in the activity of describing objects from the classroom. Finally, students confirmed to have understood the concept of adjectives in sentences in the activity of creating and sharing ideas with a classmate about personal objects. Though students could orally create and produce sentences in English to the class, the oral ideas were very basic (E.g. *I one black X-box*).

Lesson plan two. Before projecting the video to start the lesson, students were asked if they know how people make music. Just a few students were able to give ideas to this interrogation. The rest of the class were attentive to their classmates' responses. After this, the

complete group was paying a lot of attention to the video considering the diverse musical instruments that appeared in it.

After watching the video, students were questioned about different musical instruments they know. It was peculiar to perceive the physical movements a lot of students did to answer the question (swinging arms to represent violin, playing the piano, etc.). In this respect, responses such as guitar, violin, trumpet, piano, and drums were obtained. Besides, in here, few students shared their personal experiences being part of musical classes.

Students did not have problems to relate and identify the vocabulary of musical instruments required for the unit. As a brief extra activity, certain students were chosen to make simple sentences with the vocabulary in combination with descriptive adjectives learned in previous class. The selected students did not show problems to remember adjectives and could create simple sentences with the musical instruments' vocabulary.

In the activity of showing students an orchestra illustration, the whole group was engaged to look and find instruments with a certain specification (big, heavy, small, etc.). Besides, the online vocabulary language game was very easy for students when answering it. This was the main reason that some students were not paying attention to the activity since it was too simple for them. Just a few students had committed themselves to complete the game activity.

The last activity was aligned with the theoretical part of multiple intelligences previously perceived in the classroom. Most of the language students were happy to have a cardboard paper in which they could express their ideas through a personal drawing. Students were very dedicated to the activity since they spent more time from the established in the lesson plan. As

consequence of this, students were interrupted while working. With their unfinished cardboard work, students were thrilled to share their illustrations with different classmates.

It was in language students an oral use of different adjectives learned from previous class as well as a proper pronunciation of vocabulary instruments. With all this, the lesson plan objectives were achieved considering that students identified and produce, still simple, oral sentences in the target language.

Lesson plan three. The beginning of the class was non-difficult. Students listed most of the vocabulary instruments learned in the second class. Besides, the selection and use of descriptive adjectives were correct in the moment of presenting random objects from the classroom (Pencil case: *big* pencil case; Backpack: *colorful* backpack, *heavy/big*, *light*, etc.). To not confuse students with different vocabulary illustrations from the second lesson, I used the same pictures for the *presentation* stage. Students were able to give several adjectives for the flashcards on the whiteboard. Without an explicit description of the comparative adjectives structure, students clarified the idea of just adding *-er* at the end of the word.

However, students misunderstood this aspect and transferred the idea even to the two-syllable adjectives (beautiful-er, colorful-er, etc.). Students could change this idea when I orally exemplified the comparative form with the help of students and objects in the classroom (*Who do you think is taller? Which pencil case is more colorful?*). With these explicit oral examples, students produced correct answers without any formal and written explanation. Also, in some cases, students were asked about the comparative form of certain adjectives and they demonstrated their understanding when modifying responses (Teacher: */Tall/*. Students: */Taller/*. Teacher: */Beautiful/*. Students: */Beautifuler..., no, no.. more beautiful/*).

In the completion of the *adjective words* worksheet (Appendix 4), general students had doubts and questions about the realization of the activity. Student necessitated assistance in the two-syllable adjectives. I gave students examples of objects and things they might draw in the two-syllable adjectives. In order not forgetting the meaning of the adjective, some students wrote the Spanish translation next to the word. More than a few students drew similar objects and things as consequence of their absence of understanding of the written form of the adjectives (A *rainbow* is *colorful*). Furthermore, even though the objective of the worksheet was clear enough, some students demonstrated a distinct but correct understanding of the word *light*. Some students drew a *lightbulb* in the *light* adjective.

In addition, I deliberated that many students confused the proper structure for two-syllable adjectives. They were used to just add the *-er* ending instead of the word *more* before the two-syllable adjectives. I had to intervene in most teams and clarified their ideas about the comparative adjectives structure. Yet, I believe that the lack of practice is an aspect to consider as a possible factor for this concern.

To evaluate and reflect on the second worksheet answers (Appendix 5), students' responses were labeled into three categories. Category 1: Worksheet answered correctly. Category 2: Worksheet with spelling errors. Misused of the grammatical structure but still understandable (E.g. *biger*, *viger*, */toler/*, *more beautifuler*, *expensive more*, and *heavyer*). Category 3: Incomplete worksheet. The answers are not comprehensible, and they affect the understanding of the message (E.g. *talling*, *most expensiver*, *more heaviest*).

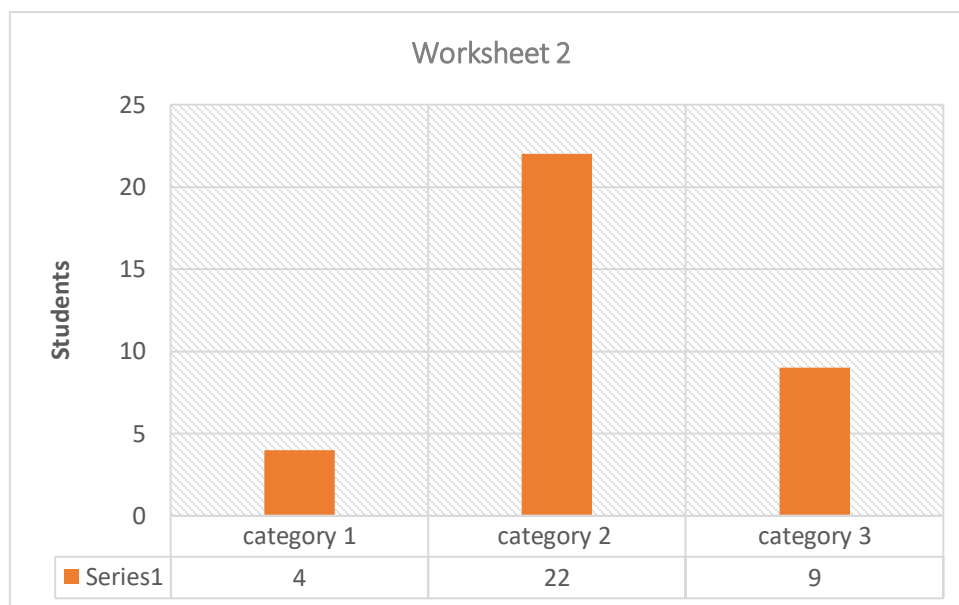


Figure 18. Comparative adjective worksheet (Appendix 4)

Results in this worksheet demonstrated that a very little percentage of the group comprehended and applied in a correct manner the written form of the structure explained. (Category 1: 11%). There was a 26% of students who struggled the most with the activity and they were not able to answer nor comprehend the written application of the grammar structure (Category 3). On the other hand, more than half of the group demonstrated to have understood, still with difficulties in the moment of writing them, the application of the comparative adjective structure (Category 2: 63%).

Back to the lesson plan, students performed with little difficulty the activity in which they had to listen and change the adjective of the sentence into its comparative form. As mentioned, the language students are good listeners. Students did not have problems with one-syllable adjectives in the moment of changing them into their comparative form when requested. I also asked the introvert students and I realized that they understood the concept of comparative adjectives. In here, I added an activity in which students had to first, describe the object I

selected from the classroom, and later, change the same sentence using the comparative form of the adjective used.

At the end of the lesson plan, the explanation of the last activity was not too difficult. Students showed interest to do it as homework. Great works were observed the day after. Therewith, I clarified to have achieved the third lesson plan objectives.

Lesson plan four. Before starting the lesson, students were excited to show their handmade musical instruments to the class. Students were told that they were going to explain their crafts almost at the end of the class. By doing this, the management of the class and execution of activities were easier.

To begin, the *adjectives and opposites* video from the first lesson was projected to the students once again. Students had minimal problems to recognize the proper adjectives and corresponding opposites for the illustrations in the video. The vocabulary flashcard activity was focused on the students who frequently have problems when using the English language in regular classes. Although these specific students could say descriptive adjectives for the flashcard illustrations, they demonstrated to just have memorized few and simple adjectives from the video and previous lesson activities.

The *practice activities* were fundamental for the analysis and evaluation of the didactic proposal itself. It was expected from students to put into practice the English vocabulary and grammatical structure studied in the foreign language classroom. For the development of the first practice activity (Appendix 7), the arrangement of the teams was based on the students' English language abilities and knowledge. Once the teams were created, the cut images were

distributed. With these images, the teams were engaged in an oral conversation among themselves by describing and making comparative sentences of the images.

In the development of the same activity, the teams were carefully observed on the way to fill the oral language rubric (Appendix 8). In the beginning, it was difficult to hear the students speak due to the noise that was generated by all the teams in the classroom. I went back to tell the teams about the last activity with the homemade musical instruments and they took the activity back in order.

In this first phase practice activity, I decided to evaluate just two students from each team, a total of 16 people. In addition, these selected students were the people who regularly make evident their difficulty while working in the English language. At the time of passing to the front the students who had successfully completed the activity - description of eight images - it was well known that the students would be those considered *extrovert* students because of their little difficulty to work in the language class. In this activity, 8 students were evaluated through the oral language rubric.

Finally, in the *closing activity*, which consisted in describing and speaking about the musical instruments made at home, I selected those students who I had not had the opportunity to evaluate in previous activities. I made four teams of two people and only one team of three persons. For each team, I took two different handmade musical instruments from the class and I told the teams they had to describe them using the vocabulary and grammatical structure practiced. In this last activity, the students showed great knowledge of adjectives and vocabulary of musical instruments.

However, students also demonstrated difficulty to create sentences in which the grammatical structure was used correctly. With all this, it is stated that only the first two objectives of this last lesson plan were achieved. In following paragraphs, the results obtained by the group through the oral language rubric are presented.

6.2 Oral Language Rubric

It evaluated aspects of *fluency*, *content and vocabulary*, and the use of the *grammatical structure* previously studied (Appendix 8). The rubric was established based on the model already implemented for the data collection of chapter 4 (Appendix 3). The same evaluation aspects (*Excellent*, *Good work*, *Acceptable* and *Needs to improve*) and criteria (*Insufficient*, *Good*, *Very good*, and *Excellent*) remain in this second oral language rubric.

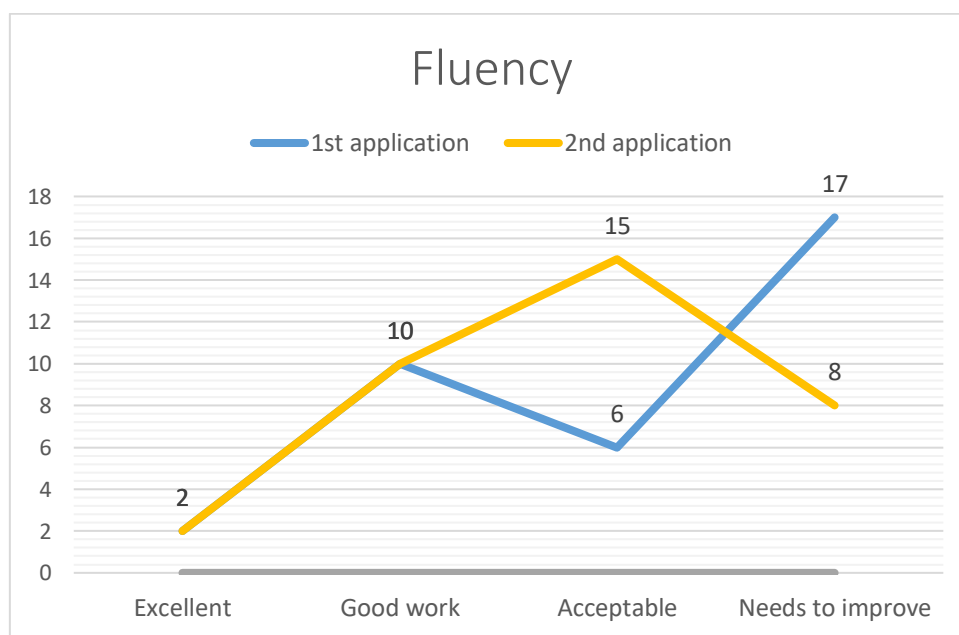


Figure 19. Fluency results comparison

According to the results obtained in the second application and in contrast with the first application results, positive changes in students' oral production are clarified (Figure 19). First, the graphic lines show a reduction of nine students labeled in the *Needs to improve* category

(Figure 19). Also, there is an increment of nine students positioned in the *Acceptable* category (Figure 19).

The *Excellent* and *Good work* categories did not change and kept in them the same number of students (Figure 19). Through direct observation, I noticed a way more relaxing environment in the language classroom. Language students felt comfortable enough when trying to speak to others in the English language. Nonetheless, students still had difficulties when connecting and expressing their ideas orally.

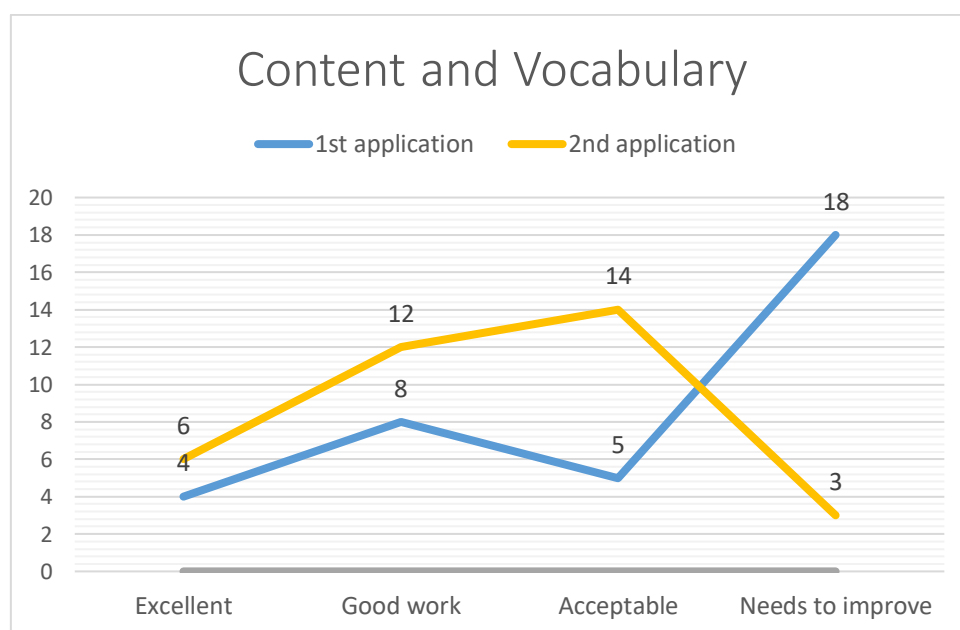


Figure 20. Content and Vocabulary results comparison

In the comparison of the results of the *Content and Vocabulary* criteria, the results obtained in the second application were generally positive (Figure 20). As of the second application, the number of students positioned in all categories changed. There is an evidently positive modification in the number of students in the *Needs to improve* category. (Figure 20). With the didactic proposal application, the *Needs to improve* classification had a reduction of fifteen students who were placed in a different group (Figure 20).

Correspondingly, there was an increase of students placed in the *Acceptable* classification (Figure 20). This category had an improvement of nine students who understood and identified the vocabulary of the unit in oral communication (Figure 20). Finally, the *Good work* and *Excellent* classifications had an increase of four and two students respectively (Figure 20).



Figure 21. Grammar structure results

In the last criteria of the rubric, the results obtained reflect not a favorable performance of students when using the grammatical structure (Figure 21). Although the evaluation positioned a higher percentage of students in the *Acceptable* category (46%), it was detected, through direct observation, that students were able to just orally *apply* the comparative structure but not always in a correct way. The second category with the highest percentage obtained was *Needs to improve* with a 31% (Figure 21). Students showed little understanding of the comparative structure of the adjectives. They often had grammatical errors when communicating with classmates.

The *Excellent* category obtained a 12% of the group (Figure 21). In this, it is possible to classify the extrovert students who improved in their decision making at the time of modifying the adjectives into the comparative form. Lastly, the *Good work* category achieved an 11% of the results (Figure 21). In this, it was observed students with an understanding of the comparative form of the adjectives, and little difficulty when using them in a conversation with a classmate.

6.3 Conclusions

The didactic proposal considered a complete spiral cycle of the action research model proposed by Kemmis and McTaggart (2000). With its development, application, and analysis of results the research spiral is concluded. Likewise, the conclusion of the entire investigation displayed predictable and unpredictable results detailed in succeeding paragraphs.

6.3.1 Didactic Proposal

General Objective. In respect of the main objective of the educational language didactic proposal, it was observed that the intention of increasing vocabulary understanding and communication of English language in students was achieved in a successful manner. Through the application of the four lesson plans in the language group and analysis of results obtained in the second language rubric, young students showed increment in a way positive of English language vocabulary learning and application in a communicative manner in the classroom (Figures 19 and 20).

A possible factor for this was the combination of the ludic concept and communicative approaches in teaching organization. Within, there is perceived a connection among the learning approaches and the ludic concept in young EFL students' learning and oral application of the

foreign language. The study group showed understanding and mastery of musical language vocabulary.

Specific objective 1. The integration of the ludic concept in elementary third-grade planning offered favorable results in the language students. The application of different ludic learning tasks in relation to the learners' language understanding was observed as adequate for them and beneficial for their oral English vocabulary progression and oral application. In addition, the group released in the last two classes learning and mastery of the musical vocabulary of the unit. A great number of students orally demonstrated to have increased their English language vocabulary in respect of adjectives, their use, and meaning (Figure 20).

By means of this learning concept integration and implementation in the didactic sequence, the contemplations described by Ortega (2012), Molina (2015), and Arias and Castiblanco (2015) are clarified. The ludic concept is classified as a positive aspect of the teaching-learning process in young language learners.

Specific Objective 2. The analysis of the language rubric demonstrated difficulties in students when orally applying the grammar structure (Figure 21). In many occasions, the language teacher had to assist students when showing problems with the comparative form of the adjectives while speaking and practicing the language with classmates (Lesson Plans Reflections). Although the EFL students had problems with the comparative form of adjectives when speaking, they still tried to create sentences with the vocabulary practiced and learned in the four lessons. Considering these challenges in the students, they did not obtain a general English language learning and application advancement of the grammar structure as anticipated.

Even though the last lesson plan gave priority to practice the particular English grammar structure, it was a very short period of time in which students did not generate real understanding. In here, this grammatical confusion application might be attributable to the functional manner the didactic proposal was constructed. According to Richards (2009), developing learning from this functional perspective has considerable gaps in learners' grammatical competence by the practical manner that language is taught in the syllabus.

Above and beyond, Piaget's Cognitive Development Theory (as cited in Lutz & Hutt, 2004) is associated to this grammatical problem since, "the major milestone yet to be reached by the concrete operational child, however, is the ability to make abstraction and hypothesize" (p. 4). The lesson plans focused on the grammar aspect were developed in an inductive manner to students to practice the structure.

6.3.2 Investigation

General Objective. The development and implementation of the investigation in the language group helped the investigator to analyze the theoretical part of the two main variables. Both, ludic concept and dialogical approach notions were applied through four lesson plans of a didactic teaching sequence in a specific EFL third-grade classroom. Students confirmed to have generated favorable results in respect of communicative expressions by this educational intervention. The application of the two learning concepts in the classroom was adequate for young language students' English oral vocabulary production and advancement.

In here, the most remarkable aspect accomplished was the group's communicative language learning and application of specific vocabulary and adjectives studied in the lessons. Results in the graphs of fluency and content and vocabulary (Figures 19 and 20) validate this improvement in the students in contrast to the language knowledge observed at the beginning

of the language course. Besides, in the lesson plans reflections, there is exemplified a more relaxed language group which displayed enthusiasm to practice and work in a collaborative and communicative mode the foreign language in the classroom.

Research question 1. Authors such as Wells (1999), Callander (2013) and Fernández (2014) detail that with an appropriate environment developed to students, where they share and have opportunities to practice and use the language in a communicative manner, they can integrate language in a meaningful way. In other words, the main aspect of the dialogical teaching approach is to prioritize interaction between students for a meaningful learning process in them. Based on this, the activities developed in the didactic sequence were student-centered tasks to increase their language vocabulary understanding and oral application of specific musical instruments and comparative form adjectives. In here, learners had positive results with the application of this learning approach in classes.

The learners were comfortable at the time of practicing the English language with their classmates. However, there were also interventions of the language teacher when students had difficulties of expressing ideas in the target language. Furthermore, there was a variation in the number of students positioned in the oral language rubric categories was observed in Figures 19 and 20 in the data analysis section. Considering this, there is concluded a positive relation of English communicative expression in third-grade students to the application of the dialogical teaching notions in planning.

Research question 2. Gordon and Bedson (1999) and Contreras and Chapetón (2017) detail the pertinence of introducing students in class activities where they practice the language in a collaborative manner. In the same line, other authors such as Rinvolutri and Davis (1995) mention the competitive type of activities as excellent to foster collaboration and mutual help

to achieve the goal of the class among language learners. With the planning and completion of the collaborative and competitive ludic learning tasks, it was observed that through these specific activities the EFL students demonstrated a real effort to work and understanding of specific vocabulary in the English language. In addition, students were confident enough while speaking even though they sometimes required the assistance of the teacher while practicing with others the English language.

Research question 3. The conclusion of the didactic proposal verified the existence of a real positive effect and relationship among the ludic learning activities and dialogical approach with language understanding and oral communicative expression in EFL third-grade students. It was observed a real connection and association between the variables of study which clarified increase in oral production of ideas in students by their combination. The application and analysis of these two variables offered favorable results in terms of showing students learning of what was studied in the language classroom. Although in a simple way, students were able to initiate, apply and exchange oral ideas of vocabulary and comparative adjectives in a communicative manner in the English language.

Moreover, there were both, advantages and disadvantages in the development and implementation of this didactic sequence as a way to solve the problem of the investigation. On one hand, there was noticed an appropriate language learning setting generated by the interactive association of the ludic concept and the communicative teaching methods in planning. The EFL students were more relaxed in the moment of executing the ludic learning tasks while working with the English language in the four lesson plans. Besides, the management of the language classes is noteworthy to detail. Even the language students categorized in the introvert category were attracted to participate in the ludic activities carried out in the didactic sequence.

On the other hand, some disadvantages witnessed were the time for developing the lesson plans activities of the didactic sequence and the little attention some students paid to their classmates while speaking as consequence of the size of the group. Certain language students felt tired of executing physical activities in the classroom and they paid little to their classmates' language work. The language students worried the most about not working on their language textbook and notebook as they do in regular classes. This aspect is a response to the group's traditional manner of learning the foreign language. In respect of time, the lesson plans demanded much time to develop, implement, and conclude the activities on time. In general terms, it might be challenging to the language educator to adjust an entirely foreign language course on the notions and principles of a didactic teaching-learning sequence.

Hypothesis. With the implementation of both, the didactic proposal and investigation in the group, elementary EFL third-grade students displayed a modest growth in oral production of the target language. In sum, the hypothesis stated in this investigation was successfully realized. Although it was observed to a little extent, the EFL group gained benefits from the application of a planning based on the ludic learning concept and dialogical approach in respect of the foreign language oral communicative expression. Results in the Figures 19 and 20 of the didactic proposal clarified this oral language improvement in the study group.

6.4 Recommendations

In the light of the grammatical misunderstanding and application found in the study, there are some comments and recommendation the investigator includes in the research. As mentioned, the didactic proposal delivered results in respect of complications in EFL students when applying the comparative form of the adjectives. The group had problems with the two

types of adjectives (one syllable and two-syllables) and their corresponding variation: *-er* and *more* (Lesson Plan Reflections and Figure 21).

It is reflected that the *practice time* played a significant cause for students' little grammar understanding and application. In the light of this, it is assumed that with a similar didactic sequence which encompasses more sessions for foreign language practice, it is possible to increment understanding for a correct understanding and application of the comparative form of adjectives studied in the EFL classes. Distinct aspects such as *practice time* and *proper application of grammar structures* in the English language learners' production could be resumed as study variables for future foreign language investigations.

In this manner, the theories applied in the investigation are essential educational principles contemporary national language educators necessitate to pay attention in language teaching organization and design to change the traditional teaching-learning process, and in turn, advance in foreign language educational Latin America positions. In sum, the action research activity and didactic sequence are observed as important activities current language educator requires to consider on the way of improving his/her teaching. With these activities, educators share experiences and ideas with other colleagues about personal interventions and results obtained in different contexts and difficulties faced in the language teaching-learning process.

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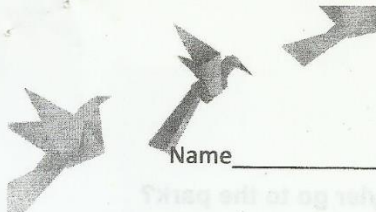
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Appendix

Appendix#1. Written English Evaluation





Name _____ Group _____ List No. _____

Lasallian District Exam Grade 3

Instructions: Read carefully each question and choose the answer that best completes the question. Mark your choice in your answer sheet.

I. READING: Read the question FIRST, and then read the passage. Answer the questions.

The Clean Park

Tyler asked his mom if he could ride his bike to the park. "As long as you wear your helmet when you are riding," she said.

When Tyler got to the park it was filled with people holding garbage bags. A lot of his friends were there and so were some of his teachers. His friend Bella said, "Everyone is pitching in and cleaning the park today." She asked Tyler if he would help. Tyler said, "Sure," and asked for a garbage bag.

There was garbage everywhere. Tyler picked up candy wrappers, soda cans, newspapers and apple cores. It was really gross. After an hour, he had filled three garbage bags. His friends filled a lot of garbage bags too.

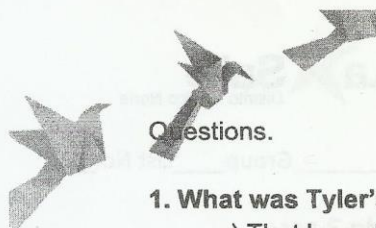
When everyone was finished, one of the teachers loaded the filled garbage bags into his pick-up truck to take them to the dump. The park looked great. They put up signs that read,

"Please place garbage in garbage cans and help keep the park clean."

The teachers bought pizza and lemonade for everyone who helped clean the park. After they ate, Tyler and his friends made sure to put their garbage into the garbage cans.

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Questions.

1. What was Tyler's Mom condition to let Tyler go to the park?

- a) That he rode his bicycle
- b) That he wore knee pads
- c) That he wore his helmet
- d) That he rode his bike slowly

2. Who was at the park?

- a) His friends
- b) Some kids he didn't know
- c) His friends and teachers
- d) No one

3. What were people holding in their hands when Tyler got to the park?

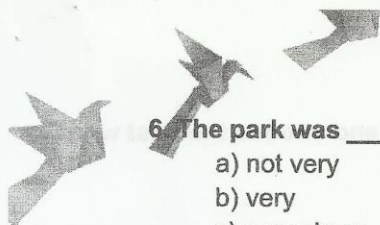
- a) The garbage
- b) Garbage bags
- c) Their bikes
- d) Nothing

4. What do the words "pitching in" means?

- a) To ride a bicycle
- b) To write a letter
- c) To join in and help
- d) To play together

5. Tyler

- a) agreed to help clean the park
- b) didn't want to help clean the park
- c) didn't help clean the park
- d) went back home



6. The park was _____ dirty when he started picking up the garbage.

- a) not very
- b) very
- c) very clean
- d) clean

7. How long did Tyler and his friends take to finish cleaning the park?

- a) about an hour
- b) a few minutes
- c) all day
- d) they didn't finish

8. Where did the teacher take the garbage bags?

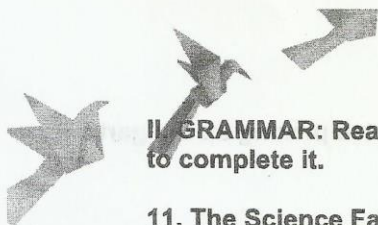
- a) to school
- b) to another park
- c) to a place where garbage is collected
- d) to her home to deposit it in her garbage can

9. Why did the teachers buy pizza and lemonade to the kids in the park?

- a) To thank them for cleaning the park
- b) Because they had good grades
- c) To thank them for having good grades
- d) Because they played well

10. What did the post they placed in the park say?

- a) Not to use the garbage cans
- b) Not to keep the park clean
- c) To place the garbage in the cans, and keep the park clean
- d) To use the garbage cans to play with them



II. GRAMMAR: Read the sentence carefully and choose the best word to complete it.

11. The Science Fair is an ____ event.

- a) interesting
- b) interest
- c) interested
- d) interests

12. She ____ running every morning.

- a) like
- b) likes
- c) licke
- d) lickes

13. Sam and Martha ____ climbing up the monkey bars.

- a) enjoy
- b) enjoys
- c) enjoj
- d) enjois

14. When I was a baby, I ____ walk.

- a) can
- b) can't
- c) could
- d) couldn't

15. ____ when a teacher comes in the classroom?

- a) Does you stand up
- b) Do you stand up
- c) Do you stands up
- d) Does you stands up

16. I ____ looking for bugs but I couldn't find any.

- a) wasn't
- b) was
- c) is
- d) isn't

17. We ____ at the dresses when she saw the shoes.

- a) were looking
- b) was looking
- c) look
- d) looks

18. I'm going to the airport soon. Tomorrow, I ____ in California with you.

- a) am going
- b) will join
- c) wills be
- d) will be

19. We are going to ____ by train next week.

- a) travelling
- b) travelled
- c) travel
- d) travels

20. An airplane is ____ a train.

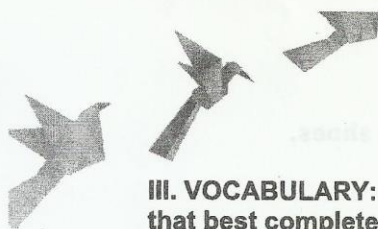
- a) faster
- b) fastest
- c) faster than
- d) fastest than

21. Rhianna isn't Mexican. ____ is Lady Gaga.

- a) So
- b) neither
- c) either
- d) too

22. ____ children are there in the classroom?

- a) How much
- b) Who is
- c) Who are
- d) How many



III. VOCABULARY: Read the sentence carefully and choose the word that best completes it.

23. The Moon ____ around the Earth and completes it every 28 days.



- a) months
- b) orbits
- c) minute
- d) multiply

24. The marathon is a ____ where people run 42 kilometers. If you finish it, you are considered a winner.



- a) fair
- b) score
- c) player
- d) race

25. Superman wears a ____ S on his chest.



- a) sentence
- b) syllable
- c) letter
- d) verb

26. When you use a ____ to hold things together, you turn it around and around until it is tight.

- a) axe
- b) hammer
- c) wedge
- d) screw





27. My favourite game is soccer. You have to ____ the ball into a goal area.

- a) skip
- b) tag
- c) kick
- d) drop



28. My sister wears ____ because she needs them to see better.

- a) glassblower
- b) glassware
- c) eyeglasses
- d) glass



29. The ____ is a woodwind instrument.

- a) cello
- b) timpani
- c) baton
- d) bassoon



30. _____ are insects that that can hide in the grass because they are green.

- a) Kangaroos
- b) Grasshoppers
- c) Bees
- d) Butterflies

Appendix#2. Survey

Agradezco que respondas este cuestionario cuyo objetivo es evaluar la integración de las actividades lúdicas en clase de inglés como lengua extranjera. Las respuestas de este cuestionario serán confidenciales.

| ITEMS | ASPECTOS | RESPUESTAS | | |
|-------|--|---------------|---------------|-------------|
| | | 1) Siempre | 2) A veces | 3) Nunca |
| 1 | ¿Te agrada jugar en clase? | | | |
| 2 | ¿Aprendes al imitar a las personas mayores? | | | |
| 3 | ¿Tu maestra de Inglés usaba juegos en sus clases? | | | |
| 4 | ¿Te gusta jugar con tus compañeros? | | | |
| 5 | ¿El vocabulario que aprendiste en las clases de Inglés se relaciona con los objetos que observas en tu escuela, casa y demás entornos? | | | |
| 6 | ¿Aprendes Inglés cuando escuchas y repites? | | | |
| 7 | ¿Entendías las indicaciones y explicaciones que te daba tu maestra de Inglés? | | | |
| 8 | ¿Te gustaba que en las clases de Inglés tu maestra te pidiera recortar, pegar, dibujar? | | | |
| 9 | ¿Te gusta aprender Inglés mirando imágenes, cantando, dibujando, o viendo videos? | | | |
| 10 | ¿Te gusta aprender Inglés escuchando palabras, rimas o cuentos? | | | |

Source. Adapter from Ortega, A., M. (2012). *Actividades lúdicas en el aprendizaje del idioma inglés y propuesta de un manual de juegos para su aplicación con los niños y niñas de segundo año de educación básica del pensionado sudamericano en el año lectivo 2012-2013* (p.110). Ecuador: Universidad central de Ecuador. Retrieved from: <http://www.dspace.uce.edu.ec/handle/25000/592>

Appendix#3. Oral Language Rubric

Objetivo: Evaluar la capacidad del aprendiz para mantener una producción oral de lo visto en clase.

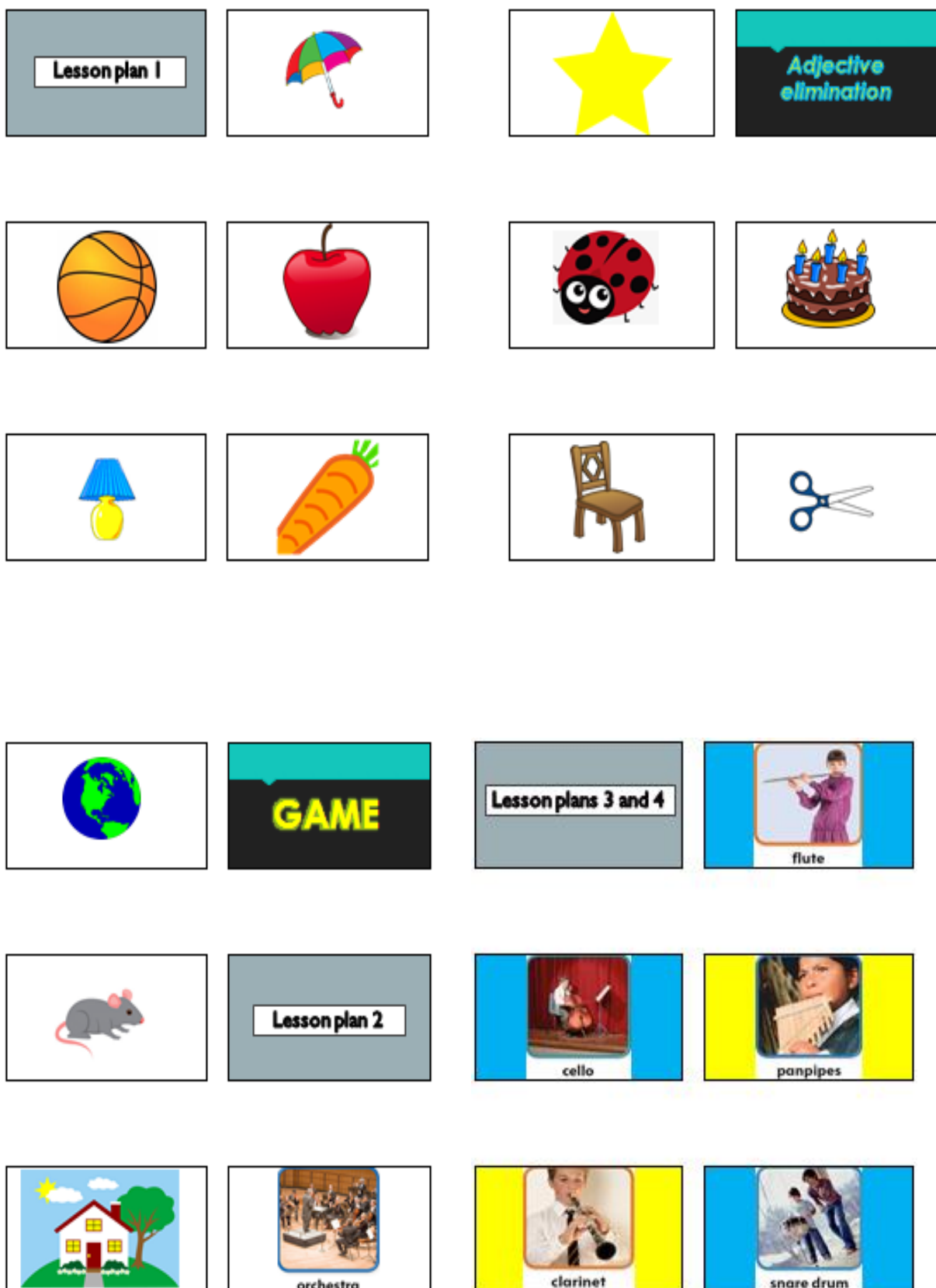
Puntaje Obtenido: _____

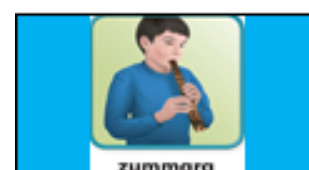
Nota: _____

| Criterios o categorías de evaluación | 4 Excelente | 3 Buen trabajo | 2 Aceptable | 1 Necesita mejorar | Puntaje otorgado |
|---|---|---|--|--|-------------------------|
| Fluidez | Se expresa correctamente con facilidad y espontaneidad. | Se expresa correctamente con facilidad y espontaneidad. Las pausas que realiza al conversar no distorsionan la claridad del mensaje. | Se expresa con dificultad. El mensaje no se entiende. | No se expresa correctamente. No hay espontaneidad. | |
| Contenido y Vocabulario | Habla sobre el tema indicado. Aporta nuevas ideas. Explica nuevos conceptos. | Aunque habla sobre el tema indicado no aporta nuevas ideas. Utiliza el vocabulario estudiado en clase la mayoría de las veces en forma correcta. Explica los nuevos conceptos, pero no siempre de forma correcta. | No promueve la participación espontánea. El uso que le da al vocabulario estudiado en clase indica que no conoce el significado de algunos términos. Explica los nuevos conceptos. | Lo aportado no está relacionado con el tema indicado. El uso que le da al vocabulario estudiado en clase indica que no conocer su significado. | |
| Pronunciación | Habla claro. Casi no comete errores de pronunciación. Aplica las reglas de pronunciación estudiadas en clase. | Habla claro. Comete errores de pronunciación que no afectan la claridad del mensaje. | La mayoría de las veces habla claro. Los errores de pronunciación que comete afectan muy poco la claridad del mensaje. | No habla claro y comete errores de pronunciación que afectan la claridad del mensaje. | |

Source: Barquero, M., & Ureña, E. (2015). Rúbricas para evaluar la competencia oral en un segundo idioma: Un estudio de caso. *InterSedes*,34(XVI), 1-22., p. 20, 2015, ISSN:2215-2458).

Appendix#4. Power Point Presentation





Appendix#5. Worksheet Adjective words

| | | | |
|------------------|------------------|-----------------|--------------------|
| tall | short | long | short |
| fast | slow | heavy | big |
| small | new | old | cheap |
| expensive | beautiful | colorful | interesting |

Appendix#6. Comparative Adjective Words

Practice. Write the comparative form of the adjective.

| Adjective | Comparative | than... |
|-------------|-------------|---------|
| big | | |
| tall | | |
| short | | |
| small | | |
| beautiful | | |
| expensive | | |
| heavy | | |
| long | | |
| cheap | | |
| interesting | | |
| loud | | |
| low | | |

Practice. Write the comparative form of the adjective.

| Adjective | Comparative | than... |
|-------------|-------------|---------|
| big | | |
| tall | | |
| short | | |
| small | | |
| beautiful | | |
| expensive | | |
| heavy | | |
| long | | |
| cheap | | |
| interesting | | |
| loud | | |
| low | | |

Appendix#7. Describe the Objects



Appendix#8. Oral Language Rubric

Objetivo: Evaluar la capacidad del aprendiz para mantener una producción oral de lo visto en clase.

Puntaje Obtenido: _____

Nota: _____

| Criterios o categorías de evaluación | 4 Excelente | 3 Buen trabajo | 2 Aceptable | 1 Necesita mejorar | Puntaje otorgado |
|---|---|--|---|--|-------------------------|
| Fluidez | Se expresa correctamente con facilidad y espontaneidad. | Se expresa correctamente con facilidad y espontaneidad. Las pausas que realiza al conversar no distorsionan la claridad del mensaje. | Se expresa con dificultad. El mensaje no se entiende. | No se expresa correctamente. No hay espontaneidad. | |
| Contenido y Vocabulario | Habla sobre el tema indicado. Aporta nuevas ideas. Explica nuevos conceptos. | Aunque habla sobre el tema indicado no aporta nuevas ideas. Utiliza el vocabulario estudiado en clase la mayoría de las veces en forma correcta. | No promueve la participación espontánea. Explica los nuevos conceptos, pero no siempre de forma correcta. | Lo aportado no está relacionado con el tema indicado. El uso que le da al vocabulario estudiado en clase indica que no conocer su significado. | |
| Gramática | Aplica las estructuras gramaticales estudiadas en clase. Se aventura a utilizar estructuras no estudiadas en clase. | Habla claro. Aplica las estructuras gramaticales estudiadas en clase. Cuando hay errores, no se afecta el mensaje. | Aplica estructuras gramaticales estudiadas en clase. Hay errores en su aplicación que afectan el mensaje. | El uso que le da a las estructuras estudiadas en clase indicada que no conoce su aplicación. | |

Source: Barquero, M., & Ureña, E. (2015). Rúbricas para evaluar la competencia oral en un segundo idioma: Un estudio de caso. *InterSedes*, 34(XVI), 1-22., p. 20, 2015, ISSN:2215-2458).